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ABSTRACT

This booklet contains guidelines and suggestions for starting or expanding an existing agricultural production/ mechanics program to include an agribusiness program in secondary schools. The ideas and recommendations were prepared and field tested in an agribusiness program started and currently in progress in Tonganoxie High School (Kansas). The manual contains eight chapters covering the following topics: definition of agribusiness; reasons for selecting units of instruction for agribusiness; the four-year program; equipment and facilities for an agribusiness program; minimum elements for an effective agribusiness program; changing the agricultural production program to include agribusiness; suggestions for using other segments of secondary instruction with agribusiness; and, a supervised occupational experience program in agribusiness. (Chapter 4, covering the four-year program, presents a complete curriculum for an agribusiness program.) Suggested lesson plans, unit ideas, and references are included in the materials. (KC)

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GUIDELINES AND SUGGESTIONS FOR DEVELOPING A VOCATIONAL AGRIBUSINESS PROGRAM IN SECONDARY EDUCATIONAL SYSTEMS

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THINKING ABOUT AGRIBUSINESS:
AN INTRODUCTION

The ideas, facts, and recommendations that you are about to read are the result of one and a half years preparation and actual field testing of an Agribusiness program that was started and is currently being maintained in Tonganoxie, Kansas, Dan Gutshall, Instructor.

The purpose of this report is to give guidelines and suggestions to an individual who is thinking about starting or expanding an existing Agricultural Production/Mechanics program to include an Agribusiness program. Because every school has a situation that is unique to it, not all of this report will apply. Therefore, select from the objectives below the situation(s) that best fit your arrangements.

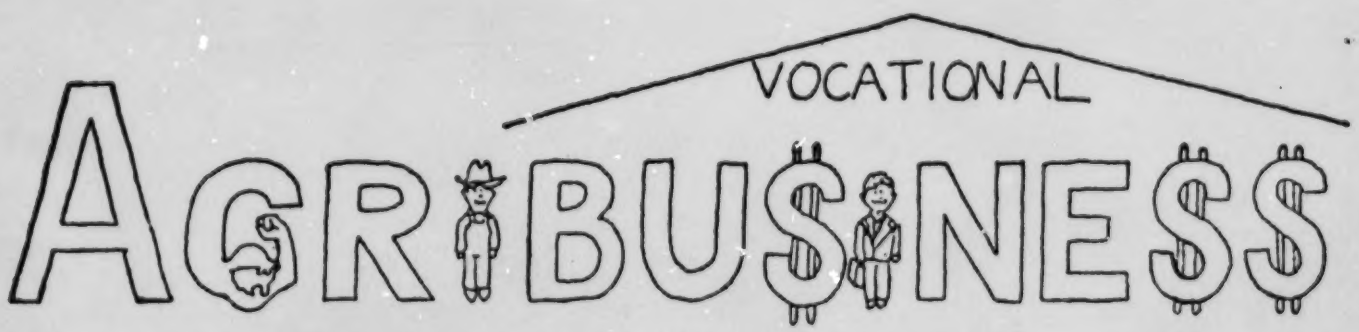
In the pages to follow the following objectives will be accomplished:

1. Definition of Agribusiness
2. Identify Reasons for Selecting the Units of Instruction for Agribusiness
3. Define What Could be Taught with a Four Year Agribusiness Program
4. Identify the General Equipment and Facility Needs for an Agribusiness Program
5. Define the Minimum Elements for an Effective Agribusiness Program
6. Define Changes in a Total Production Program for an Individual Who Would Like to Expand More into Agribusiness
7. Suggestions for Using Other Segments of Secondary Instruction with Agribusiness
8. Identify an Alternative for Agribusiness Supervised Occupational Experience Programs

It is recommended in all cases that Chapters 1, 2, and 5 be reviewed before attempts are made in the consideration of an Agribusiness Program.

CHAPTER 1

DEFINITION OF VOCATIONAL AGRIBUSINESS



DEFINITION of AGRIBUSINESS

To better understand the purposes and applications of this text one needs to have a clear understanding of three definitions. The terms are as follows:

> Agriculture: An industry covering the organization of resources - such as land and minerals, capital in a wide variety of forms, and management and labor - for the production and marketing of food and fiber.1
>
> Agribusiness: Includes firms and economic enterprises organized to produce and sell services and supplies to farmers for use in farm production and farm living; it includes firms and industries that buy and process farm products and distribute them through wholesale and retail markets.2
>
> Farming: A farm is an economic unit - a business firm - organized to produce crops or raise livestock. It involves land, capital resources in addition to land, management, and labor.3

As a person looks at these definitions it should be easy to determine that both agribusiness and farming are categorized under the area of agriculture. The definition of agribusiness identifies occupations that are "off-farm" i.e. feed store employee, grain elevator employee, greenhouse employee, grocery store employee, etc., whereas the definition of farming is for those occupations that are "on-farm" i.e. farmer, full-time hired hand, ranch manager, etc.

With the common bond of "agriculture" and the difference between agribusiness and farming being determined by their application to agriculture, it is the intention of this text to outline possible avenues for an individual to develop a Vocational Agribusiness Program for "off-farm" occupations. And as an end result develop secondary students to become employable and promotable employees for the field of agribusiness.

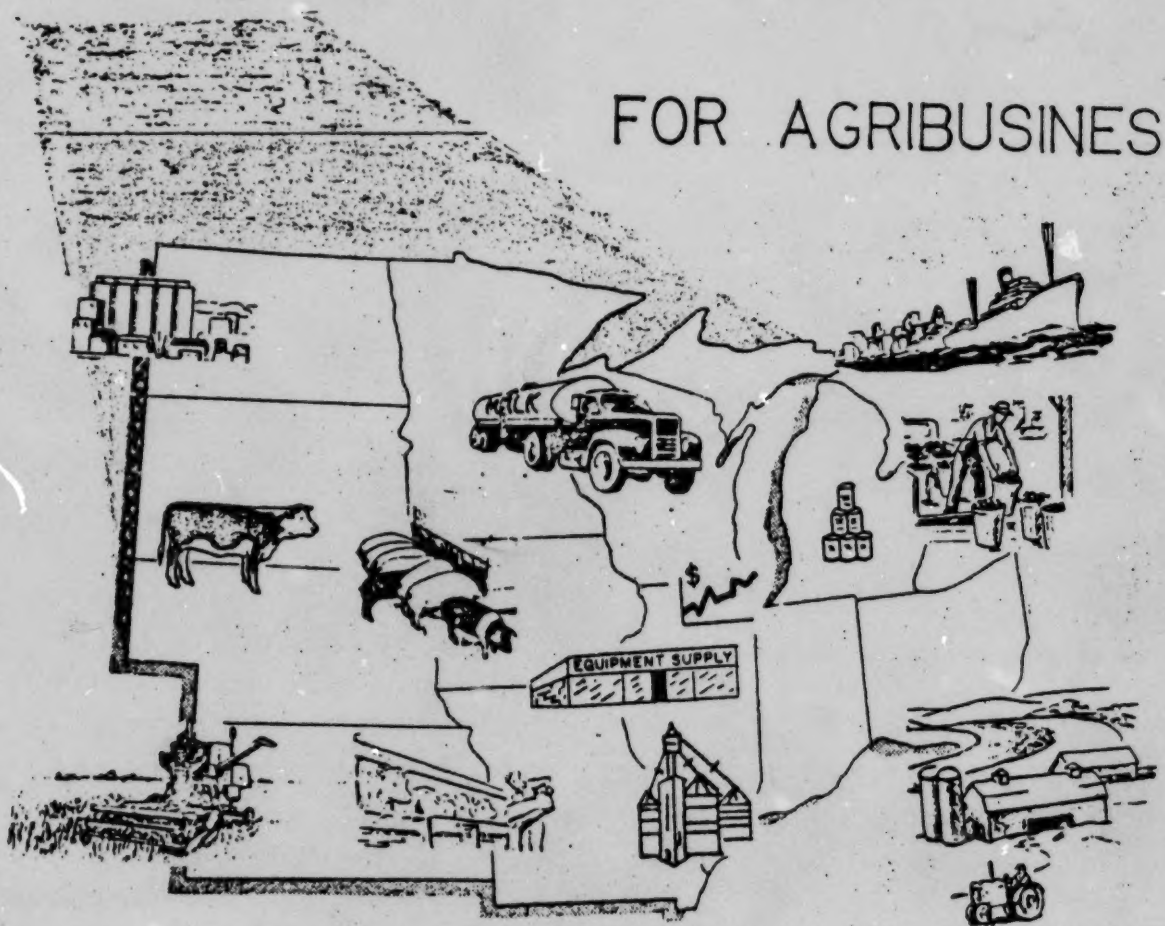
1 Harold G. Halcrow, Economics of Agriculture (McGraw-Hill, Inc.)p.7
2 Harold G. Halcrow, Economics of Agriculture (McGraw-Hill, Inc.)p.8
3 Harold G. Halcrow, Economics of Agriculture (McGraw-Hill, Inc.)p.7

CHAPTER 2

REASONS FOR SELECTING

UNITS OF INSTRUCTIONS

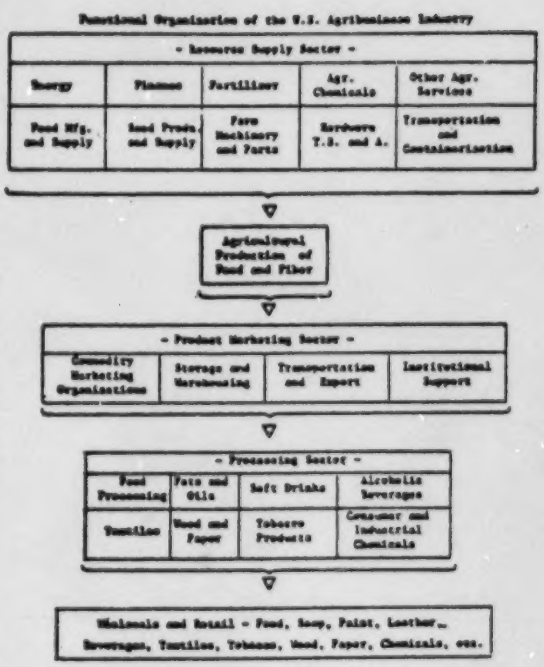
FOR AGRIBUSINESS



REASONS FOR SELECTING the UNITS of INSTRUCTIONS for AGRIBUSINESS

As a person observes Figure 2-1, it is clear to see that the Agribusiness Industry is composed of many complex segments which in total far exceed the original concept of agriculture which only included the production of food and fiber on the land. In order to train secondary students for the agribusiness industry key units of instruction are utilized. The ultimate goal of these units is to develop employable and promotable employees for the field of agribusiness. One needs to keep in mind that the materials in this text were primarily designed to develop job-entry skills (make students employable) and as a secondary objective to introduce the student to the Agribusiness management process as well as further develop their existing skills (make students promotable). It is important to get the student that first job. Then once that is done make sure the student maintains the job then advance within the agribusiness.

Figure 2-1



In the development of the Agribusiness program several leading agribusiness executives from the Kansas City area were asked to identify different skill and knowledge areas that a secondary agribusiness student should have upon completion of their High School training. Listed below are the sixteen (16) areas:

1. Communications: Speaking, effective letter construction, proper usage of the telephone, conversation skills
2. Work Ethics: The student should give an honest day's work for an honest day's pay
3. Computer Orientation: Operation, programming, output analysis, understanding of computer capabilities
4. Mathematics: Student should know how to do problem-solving mathematics. The actual calculations can be done with a calculator
5. Salesmanship: Handling customer contacts, using forms, logs and daily reports as required by salespersons, and utilizing effective sales techniques

(Figure 2-1 - Kenneth D. Duft, Principles of Management in Agribusiness, (Reston Publishing Co., Inc.)p.3

6. Mechanical Apptitude: Welding, blueprint reading, construction, carpentry, small gas engines, electricity. Also, develop hand-eye coordination.

7. Plant Science: Crops, fertilizers, chemicals, grain handling, soil analysis, conservation, marketing

8. Animal Science: Livestock, selection, feed rations, meats, facility selections, health, marketing

9. Basic Accounting: Basic record keeping (Kansas Vocational Agriculture/Agribusiness Record Book)

10. Public Relations: Meeting the public and related areas of human relations

11. Economics: Money management, basic economic principles, local economic situation

12. Operations of Office Equipment: Basic secretarial skills, typing, 10 digit calculator, filing

13. Career Awareness: Be able to identify occupational clusters and the careers associated with those clusters

14. Retail Store Operations: Records to be kept, store management, business layout, traffic flow, merchandising, etc.

15. Foreign Languages: For companies in or expanding to foreign countries

16. Petroleum Product Knowledge: Fuel, oil, products used by the farming and agribusiness industries

Recognizing the size, scope, and complexity of the Agribusiness industry it is easy to comprehend the difficulty of covering all related areas. Therefore, based on the golas of the program and the sixteen (16) areas as described by leading agribusiness executives, a select group of units for instruction was choosen for use. These units are outlined in the section "The Four Year Program".

CHAPTER 3

THE FOUR YEAR PROGRAM

" THE FOUR YEAR PROGRAM "

The pages that follow are an outline of the units that are taught in a four year Agribusiness program. For clarity purposes they will be referred to as Year 1, Year 2, Year 3, and Year 4. Under ideal situations Year 1 is for Freshman secondary students. Year 2 is for Sophomore secondary students. Year 3 is for Junior secondary students and Year 4 is for Senior secondary students.

Each outline for the four years is divided into three sections. Section A is the weekly schedule of units. This section will give you the approximate amount of time spent on each unit. Section B will give individual lesson titles for each unit and Section C will give a list of texts used and other related support materials.

As you review these outlines you will notice a correlation between the Agribusiness Program's Year 1 and Year 2 with the major differences in the program coming in Year 3 and Year 4. The idea behind this design was to train students in the basics of agriculture, and maintain the strong ties with other programs through FFA and Vocational Agriculture contests during the first two years. If you recall from the section titled "Reasons for Selecting the Units of Instruction for Agribusiness", Animal Science, Plant Science and Agricultural Mechanics ranked high in the list of sixteen (16) areas of knowledge and skills that students should have upon graduation from an Agribusiness Program. Therefore, these basic skills are strongly emphasized the first two years.

The last two years are more specifically designed for training students for skills they will use during the first years of employment. Less emphasis is given to agricultural technical training and more on the application of that knowledge to the business area. Not seen on any of the unit outlines is the fact that the Year 4 student is allowed to work on-the-job. This means that the student works on-the-job for two (2) school hours a day as well as enroll in the classroom instruction as outlined in Section 4-A for one school year. Listed below are a few guidelines used for students who participate in Year 4.

1. Student must have successfully completed at least two years of Agribusiness training before enrolling in Year 4. (Some exceptions are made)

2. Student is required to locate and acquire their own employment before school starts for Year 4. If a job is not acquired a one week "grace" period is allowed. If at the end of the "grace" period no job has been acquired the student is required to de-enroll from the Agribusiness on-the-job training program. They may maintain the classroom instruction.

3. All students who work on-the-job are required to complete a work agreement signed by student, parents of student, employer, and Supervising Instructor. (See Figure 3-2)

4. All students who work on-the-job are required to complete a daily report of activities, skills used, skills learned, and problems while on-the-job.

5. If for some reason a student loses his/her job before the end of the school year, he/she will be given a one week "grace" period to locate and acquire another job. If a job is not found at the end of the "grace" period the student is required to de-enroll from the Agribusiness on-the-job program.

6. The student may be "fired" by both employer or Supervising Instructor for reason determined by either.

Figure 3-2

KSDE Form #0-03-03-106
Date 2/80

I. a. Program is:
(Please check one)
_____ Secondary
_____ Post Secondary

b. Please check one:

_____ Agriculture
_____ Distributive Education
_____ Health
_____ Business/Office Education
_____ Home Economics
_____ Industrial Education
_____ Special Voc-Ed Program
_____ Includes more than one service area

KANSAS VOCATIONAL EDUCATION TRAINING AGREEMENT

II. The _____ will permit _____, a student in the
(a) Training Station (b) Student
_____ Program at _____, LEA No. ____to enter
(c) Program (d) School
this establishment for the purpose of gaining training or experience as (a) (an) _____
(f) Occupation
_____ at _____. The supervised on-the-job training period will begin the _____ day of
(g) U.S.O.E. Code (h) Taxed Wage (i)

_____, 19___; classroom instruction will begin the _____ day of _____, 19___, and extend through the _____ day of _____ 19___. The program is designed to operate during the nine-month school year. Students should work an average of 15 hours each week throughout the school year, accumulating a minimum of 450 hours. The student should receive training or experience in a variety of areas which gradually progresses in difficulty. The training will be in accordance with an attached outline of Job Tasks, made and agreed upon by the employer, instructor-coordinator, and student.

General Provisions of Training

1. Supervised occupational experience, which includes related classroom instruction, is an integral part of an approved vocational education program. FOR SECONDARY PROGRAMS, PARTICIPATION IN VOCATIONAL STUDENT ORGANIZATIONS IS ALSO INCLUDED.

2. Status of the student shall be that of student-trainee, who does not displace a full-time worker.

3. The employer will rate the student's supervised occupational experience performance _____ times a year.

4. The instructor-coordinator will assist with adjustment of problems encountered on the job. The student should communicate all classroom and on-the-job concerns to the instructor/coordinator. FOR SECONDARY PROGRAMS, THE PARENT MAY ALSO COMMUNICATE SUCH CONCERNS TO THE INSTRUCTOR/COORDINATOR.

5. For postsecondary, this agreement may be terminated for just cause by any or all parties concerned; the instructor/coordinator must be notified. FOR SECONDARY, THIS AGREEMENT MAY BE TERMINATED BY THE INSTRUCTOR/COORDINATOR OR THE EMPLOYER.

6. Safety instructions shall be given in the classroom and at the work station.

7. All parties should encourage both classroom and on-the-job attendance.

FOR SECONDARY ONLY

8. Duties declared hazardous shall be incidental to training, intermittent, and under direct and close supervision. (Child Labor Bulletin No. 101: Nonagricultural Hazardous Occupations Orders Nos. 5, 8, 10, 12, 14, 16, and 17 contain exemptions for apprentices and student-learners.)

9. Upon student completion of or withdrawal from the program, the employer will no longer be eligible for student Targeted Jobs Tax Credit (TJTC). Please see Internal Revenue Service Publication 906, "Targeted-Jobs Tax Credit and Win Credit," for information.

III. Attach training plan.

IV. _____ _____ / _____
Firm Student Date

BY_____ / _____ / _____
Employer/Supervisor Date Parent/Guardian (FOR SECONDARY ONLY) Date

_____ /
Instructor-Coordinator Date

V. Employers and Instructor-Coordinators must retain a copy of this form for (3) three years, providing verification for tax credit and audits.

VI. White copy to Training Station--Yellow to Trainee--Green to State Department of Education--Pink to coordinator or school file.

An Equal Employment/Educational Opportunity Agency

VEK/8

YEAR 1

SCHEDULE OF UNITS

(SECTION 1-A)

Week #		Week #	
1	Leadership	19	Supervised Occupational Experience Program
2	"	20	"
3	"	21	Working in the Agricultural Industry
4	"	22	"
5	"	23	"
6	Careers	24	"
7	"	25	Agricultural Mechanics (Classroom Instruction)
8	"	26	"
9	Animal Science	27	"
10	"	28	Ag. Mechanics Shop Work (Lab Activities)
11	"	29	"
12	"	30	"
13	"	31	"
14	"	32	"
15	"	33	"
16	Communications	34	"
17	"	35	Job Application and Interview
18	"	36	"

Total of 36 five day weeks. Each unit allows for non-instruction days lost to test and school related activities.

LESSON TITLES FOR

YEAR 1

(SECTION 1-B)

Unit I: Leadership (Five Weeks)

1. Orientation to Vocational Agriculture/Agribusiness
2. Introduction to the Future Farmers of America
3. Duties and Responsibilities of FFA members
4. Agribusiness Communications - Parliamentary Procedure

Unit II: Careers (Three Weeks)

1. Agricultural Production
2. Agricultural Products
3. Agricultural Equipment and Supplies
4. Agricultural Professions
5. Agricultrual Resources
6. Forestry
7. Ornamental Horticulture

Unit III: Fundamentals of Animal Science (Seven Weeks)

1. Animal Science and Agricultural Industry
2. Nutrition and Feeding of Animals
3. Breeding and Selection
4. Reproduction
5. Sanitation and Disease Control
6. Beef Production
7. The Dairy Industry
8. The Swine Industry
9. Sheep and Goat Production
10. Poultry Production
11. Marketing Animal Products
12. Processing and Marketing Dairy Products
13. Processing and Marketing Eggs & Poultry
14. Meat Processing and Marketing
15. Processing and Marketing Wool and Mohair
16. Light Horse Production
17. Companion Animals
18. Laboratory Animals

Unit IV: Communications (Three Weeks)

1. Human Relations in Communications
2. Quiet Communications
3. Oral Communications

Unit V: Supervised Occupational Experience Program - SOEP (Two Weeks)

1. Keeping Records for SOEP

Unit VI: Working in the Agricultural Industry (Four Weeks)

1. Agricultural Industry: The Relationship Between Production Agriculture and Agribusiness
2. Worker in the Agricultural Industry
3. Achieving Success in the Agricultural Industry
4. Applying Science in the Agricultural Industry
5. Communication: Essential to the Agricultural Industry
6. The Future of the Agricultural Industry
7. Ways to Do Business in the Agricultural Industry
8. Managing an Agricultural Business
9. Financing in the Agricultural Industry
10. Marketing in the Agricultural Industry
11. Processing Agricultural Products
12. Physical Distribution in the Agricultural Industry

Unit VII: Agricultural Mechanics (Three Week Classroom - Seven Week Lab Activities)

1. Overview of Agricultural Mechanics
2. Career Opportunities in Agricultural Mechanics
3. Personal Characteristics for Success in the Agricultural Mechanics
4. The Elements of a Plan
5. Reading a Plan and Ordering Materials
6. Procedures for Sketching and Drawing
7. Selecting Building Materials
8. Using Hand Woodworking Tools
9. Using Power Woodworking Tools
10. Arc Welding

Unit VIII: Job Application and Interview (Two Weeks)

1. Letter of Application and Application Blank
2. Finances: Money Management

ACADEMIC SUPPORT MATERIALS FOR

YEAR 1

(Section 1-C)

Unit I: Leadership

1. Kansas Vocational Agricultural Education
   Basic Core Curriculum I
2. Business Communications, Instructional Materials Laboratory
   University of Missouri-Columbus (IML-UMC)

Other support material

a. Official FFA Manual
b. FFA Student Handbook
c. The Scott, Foresman Robert's Rules of Order Newly Revised
d. A Guide to Parliamentary Procedure

Unit II: Careers

1. Text: Exploring Occupations in Agribusiness and Natural Resources. McGraw-Hill Publisher

Other support material

a. Apple II+ Microcomputer and Kansas Careers Software

Unit III: Fundamentals of Animal Science

1. Text: Working in Animal Science: Gregg/McGraw-Hill Publisher

Other support material

a. Kansas Vocational Agriculture Education Basic Core Curriculum I
b. Kansas Vocational Agriculture Education Basic Core Curriculum II
c. Accent-Feeds: Farmland Industries, Inc.
d. Apple II+ Microcomputer with appropriate Software produced by Ag-Com

Unit IV: Communications

1. Business Communications (IML-UMC)

Other support material

a. Communications (IML-UMC)
b. Human Relations on a Job (IML-UMC)

Unit V: Supervised Occupational Experience Program - SOEP

1. Kansas Vocational Agriculture Education Basic Core Curriculum I

Other support material

a. Kansas Vocational Agriculture/Agribusiness Record Book
b. FFA Student Handbook

Unit VI: Working in Agricultural Industry

1. Text: Working in Agricultural Industry: Gregg/McGraw-Hill Publisher

Unit VII: Agricultural Mechanics

1. Text: Working in Agricultural Mechanics: Gregg/McGraw Hill Publisher
2. Kansas Vocational Agricultural Education Basic Core Curriculum I

Unit VIII: Job Application and Interview

1. Job Application and Interview (IML-UMC)
2. Getting A Job (IML-UMC)

YEAR 2

SCHEDULE OF UNITS

(SECTION 2-A)

Week #		Week #	
1	Leadership	19	Agricultural Mechanics and Lab Activities
2	"	20	"
3	"	21	"
4	"	22	"
5	"	23	"
6	Careers	24	"
7	"	25	"
8	Plant Science	26	"
9	"	27	"
10	"	28	Communications
11	"	29	"
12	"	30	"
13	"	31	Learning Through Experience
14	"	32	"
15	"	33	"
16	"	34	"
17	Supervised Occupation	35	Job Application and Interview
18	"	36	"

Total of 36, five day weeks. Each unit allows for non-instruction days lost to test and school related activities.

LESSON TITLES FOR

YEAR 2

(SECTION 2-B)

Unit I: Leadership (Five Weeks)

1. Leadership Examined
2. The Individual and Leadership
3. Developing as a Person
4. Making Decisions
5. Human Decisions
6. Group Dynamics
7. Personal Communications
8. Group Communications
9. Parlimentary Procedure
10. Evaluating Organizations
11. Responsibilities
12. The FFA: A Leadership Laboratory
13. Leadership, Personal, Growth and Work
14. Becoming a Good Leader

Unit II: Careers (Two Weeks)

1. Making Career Decisions
2. Why Agribusiness Careers are Popular
3. Local Agribusiness
4. Career Choice Preparation
5. The Business Organization
6. Career Knowledge

Unite III: Plant Science (Nine Weeks)

1. Dependency on Plants
2. Plant Life Cycles and Life Processes
3. Parts of Plants and What They Do
4. How Plants Reproduce
5. Crop Classification and Nomenclature
6. Soil
7. Moisture and Irrigation
8. Light and Temperature
9. Crop Pest
10. Tilling the Soil
11. Seeding Field Crops
12. Harvesting Field Crops
13. Protecting Field Crops after Harvest
14. Seeds and Seed Quality
15. Cereal Crops: Basic Foods for People and Animals
16. Edible Legumes
17. Forages for Pasture, Hay and Silage
18. Range Management
19. Other Crops

Unit IV: Supervised Occupational Experience Program (Two Weeks)

1. Analysis and Evaluation of On-Job Experience
2. Opening the Vocational-Agriculture Record Book
3. Closing the Vocational-Agriculture Record Book
4. Planning and Implementing Supervised On-Job Experience Programs for Agribusiness

Unit V: Agricultural Mechanics (Nine Weeks)

1. Basic Electricity
2. Electrical Circuits
3. Alternating Current
4. Safe Wiring - Safety on the Job
5. Working with Wire and Cable
6. Working with Electrical Boxes
7. Switches, Receptacles, and Fixtures
8. Overcurrent Protection
9. Wiring Basic Circuits
10. Plumbing and Plumbers
11. Plumbing Mathematics
12. Hand Tools and Safety
13. Plumbing Fixtures
14. The Water-Supply System
15. Plumbing Accessories

Unit VI: Communications (Three Weeks)

1. Letter Writing and Problem Solving
2. Importance of Public Speaking

Unit VII: Learning Through Experience (Four Weeks)

1. Today's World of Work
2. Value of Supervised Occupational Experiences in Vocational Agriculture
3. Planning on Ownership Program
4. Plans and Records in an Ownership Program
5. Using Records in an Ownership Program
6. Planning a Placement Program
7. Placement in School Laboratories
8. Exploring Cooperative Occupational Experience Programs
9. Developing a Cooperative Program: Apply Experience
10. Using Written Agreements
11. The Importance of Planning and Supervision
12. Legal Requirements for Student Learners

Unit VIII: Job Applications and Interview (Two Weeks)

1. Why Work ?
2. Job Interview, Tests and Forms

ACADEMIC SUPPORT MATERIALS FOR

YEAR 2

(SECTION 2-C)

Unit I: Leadership

1. Text: Leadership for Agricultural Industry. Gregg/McGraw-Hill Publisher
2. Kansas Vocational Agriculture Education Basic Core Curriculum II

Other Support materials

a. FFA Student Handbook

b. FFA Leadership and Personal Development Series

Unit II: Careers

1. Agribusiness (IML-UMC)
2. Apple II+ Microcomputer with Kansas Careers Software

Unit III: Plant Service

1. Text: Working in Plant Science. Gregg/McGraw-Hill Publisher
2. Kansas Vocational Agriculture Education Basic Core Curriculum I
3. Kansas Vocational Agriculture Education Basic Core Curriculum II

Other support materials

a. Fertilizer: Farmland Industries, Inc.

b. Ag Chem: Farmland Industries, Inc.

c. Physical Grain Handling: Farmland Industries, Inc.

d. Apple II+ Microcomputer with related software produced by Ag-Com

Unit IV: Supervised Occupational Experience Program

1. Kansas Vocational Agriculture Education Basic Core Curriculum I
2. Kansas Vocational Agriculture Education Basic Core Curriculum II

Unit V: Agricultural Mechanics

1. Text: Maintaining the Lighting and Wiring System. AAVIM
2. Text: Residential Plumbing. MAVCC

Other support material

a. Kansas Vocational Agriculture Education Basic Core Curriculum II

b. Kansas Vocational Agriculture Education Basic Core Curriculum III

Unit VI: Communications

1. Business Communications (IML-UMC)

Unit VII: Learning Through Experience

1. Text: Learning Through Experience in Agricultural Industry Gregg/McGraw-Hill Publisher

Unit VIII: Job Application and Interview

1. Job Application and Interview (IML-UMC)

Other support material

a. Selection and Interviewing - Farmland Industries, Inc.

b. Getting A Job (IML-UMC)

YEAR 3

SCHEDULE OF UNITS

(SECTION 3-A)

Week #		Week #	
1	Communication	19	Leadership
2	"	20	"
3	Displaying and Advertising	21	Selling and Demonstration
4	"	22	"
5	"	23	"
6	"	24	"
7	"	25	"
8	"	26	"
9	Physical Distribution	27	Customer Service
10	"	28	Agribusiness Procedures and Records
11	"	29	"
12	Human Relations	30	"
13	"	31	"
14	"	32	"
15	"	33	"
16	"	34	"
17	Supervised Occupational Experience Program	35	Job Application and Interview
18	"	36	"

Total of 36 five day weeks. Each unit allows for non-instruction days lost to test and school related activities.

LESSON TITLES FOR

YEAR 3

(SECTION 3-B)

Unit I: Communication (Two Weeks)

1. Effective Letter Writing
2. Using the Telephone

Unit II: Displaying and Advertising (Six Weeks)

1. Understanding Promotion in Agribusiness
2. Using Display in Agribusiness
3. Using Advertising in Agribusiness
4. Exploring Careers in Agribusiness Promotion
5. Exploring Advertising Media
6. Developing Written and Illustrated Messages
7. Making Effective Use of Broadcast Media
8. Making Effective Use of Direct Mail
9. Planning Displays for Agribusinesses
10. Constructing Displays
11. Increasing the Effectiveness of Displays

Unit III: Physical Distribution (Three Weeks)

1. Understanding Agricultural Supplies and Products
2. Exploring Career Opportunities
3. Investigating the Functions of Physical Distribution
4. Identifying Equipment and Facilities
5. Operating Physical Distribution Equipment and Machinery
6. Maintaining Equipment and Facilities
7. Assembling Agricultural Supplies and Products
8. Grading and Inspecting Agricultural Supplies and Products
9. Conditioning Agricultural Supplies and Products
10. Storing Agricultural Supplies and Products
11. Packaging and Labeling
12. Transporting Agricultural Supplies and Products

Unit IV: Human Relations (Five Weeks)

1. Using Human Relations During Employment
2. Human Relations on the Job
3. Introducing Human Relations
4. Understanding Yourself and Others
5. Developing Personality
6. Examining Personal Appearance
7. Examining Interest and Careers
8. Applying for a job
9. Establishing Good Relationships with Co-Workers
10. Understanding the Public
11. Communicating with Others
12. Using Human Relations Skills as a Supervisor

Unit V: Supervised Occupational Experience Program (Two Weeks)

1. Closing the Vocational Agriculture Record Book
2. Opening the Vocational Agriculture Record Book

Unit VI: Leadership (Two Weeks)

1. Using Communication Skills

Unit VII: Selling and Demonstration (Six Weeks)

1. Salesmanship
2. Selling as an Agricultural Career
3. Developing Agriculture Selling Skills
4. Approaching Customers for Agricultural Sales
5. Determining the Needs of the Customer
6. Presenting Agricultural Supplies and Products
7. Handling Objections
8. Closing the sale of Agricultural Supplies and Products
9. Using Suggestion-Selling Techniques
10. Handling Payments
11. Providing Services for the Customer
12. Fulfilling Personal Responsibilities as a Salesperson

Unit VIII: Customer Service (One Week)

1. Why have Customer Service ?

Unit IX: Agribusiness Procedures and Records (Seven Weeks)

1. Determining the Procedures in Agribusiness
2. Exploring Job Opportunities
3. Using Effective Communication Procedures
4. Handling Credit and Billing Procedures
5. Maintaining the Inventory
6. Determining the Importance of Agribusiness Records
7. Using Basic Record Keeping Concepts
8. Using Sales and Purchase Records
9. Using Payroll Records and Reports
10. Filing Agricusiness Records
11. Understanding Data Processing and Record Keeping

Unit X: Job Application and Interview (Two Weeks)

1. Career Opportunities
2. Occupational Information
3. Self-Evaluation

ACADEMIC SUPPORT MATERIALS FOR

YEAR 3

(SECTION 3-C)

Unit I: Communication

1. Business Communication (IML-UMC)
2. Telephone Package from Southwestern Bell

Unit II: Display and Advertising

1. Text: Displaying and Advertising in Agribusiness. Gregg/Mcgraw-Hill Publisher

Unit III: Physical Distribution

1. Text: Physical Distribution in Agribusiness. Gregg/McGraw-Hill Publisher
2. Physical Distribution (IML-UMC)

Unit IV: Human Relation

1. Text: Human Relations in Agribusiness. Gregg/McGraw-Hill Publisher
2. Human Relations on the Job (IML-UMC)

Other support materials

a. Human Relation in Marketing & Distribution (IML-UMC)

Unit V: Supervised Occupational Experience Program

1. Kansas Vocational Agriculture Education Basic Core Curriculum I
2. Kansas Vocational Agriculture Education Basic Core Curriculum II

Other support materials

a. Kansas Vocational Agriculture Education Basic Core Curriculum III

Unit VII: Selling and Demonstration

1. Text: Selling in Agribusiness. Gregg/McGraw-Hill Publisher
2. Selling (IML-UMC)

Other support materials

a. Cooperative Salesmanship: Farmland Industries, Inc.

Unit VIII: Customer Service

1. Customer Service (IML-UMC)

Unit IX: Agribusiness Procedures and Records

1. Text: Agribusiness Procedures and Records. Gregg/McGraw-Hill Publishers
2. Office Procedures Used in the Agricultural Services. Ohio Agricultural Education Curriculum Materials Service

Other support materials

a. Buying & Pricing (IML-UMC)
b. Economics of Marketing (IML-UMC)
c. Mathematics (IML-UMC)
d. How Money Works in an Agribusiness. Farmland Industries, Inc.

Unit X: Job Application and Interview

1. Job Application and Interview (IML-UMC)

Other support materials

a. Getting A Job (IML-UMC)
b. Selection and Interviewing. Farmland Industries, Inc.
c. Positive Performance Apprasial. Framland Industries, Inc.

YEAR 4

SCHEDULE OF UNITS

(SECTION 4-A)

Week #		Week #	
1	Economics of Agriculture	19	Introduction into Agribusiness Management - Cont'd
2	"	20	"
3	"	21	"
4	"	22	"
5	"	23	"
6	"	24	"
7	"	25	"
8	"	26	"
9	"	27	Supervised Occupational Experience Program *
10	"	28	"
11	Individual Instruction *	29	"
12	"	30	"
13	"	31	"
14	Job Application and Interview	32	"
15	"	33	"
16	"	34	Individual Instruction *
17	"	35	"
18	Introduction into Agribusiness Management	36	"

Total of 36 five day weeks. Each unit allows for non-instruction days lost to test and school related activities.

* Due to the nature of this instruction, it will be taught on a weekly basis throughout the entire year; not as a block unit as shown.

LESSON TITLES FOR

YEAR 4

(SECTION 4-A)

Unit I: Economics of Agriculture (Ten Weeks)

1. Production Function and Cost
2. Population and Production Potentials
3. Central Economic Problems in Agriculture
4. Scope and Method
5. Competition and Determination of Output
6. Supply and Demand
7. Elasticity of Demand and Supply
8. Agribusiness Competition in Production and Marketing
9. Farm Income - Problems and Programs
10. International Trade and Development

Unit II: Individual Instruction (Two Three Week Periods)

1. Career Choice
2. Supervised Occupational Experience Program Problem Solving

Unit III: Job Application and Interview (Four Weeks)

1. Job Success Factors
2. Job Promotion and Advancement

Unit IV: Introduction into Agribusiness Management (Nine Weeks)

1. Exploring the Need for Management
2. Practicing Good Management Process
3. Defining the Management Process
4. Planning Starts with Ideas
5. Using Ideas to Reach Decisions
6. Securing Needed Finances
7. Developing a Money Plan
8. Meeting the Legal Requirements
9. Finding and Training People for Work
10. Locating Potential Customers
11. Seeing the Agribusiness as a Whole
12. Preparing Operating Schedules
13. Keeping Track of the Business
14. Getting Help with Your Review

Unit V: Supervised Occupational Experience Program (Seven Weeks)

1. Closing the Vocational Agriculture Record Book
2. Opening the Vocational Agriculture Record Book
3. Personal Employment Evaluation - Weekly Reports

ACADEMIC SUPPORT MATERIALS FOR

YEAR 4

(SECTION 4-C)

Unit I: Economic of Agriculture

1. Text: Economic of Agriculture. McGraw-Hill Publisher

Other support materials

a. Kansas Vocational Agriculture Education Basic Core Curriculum IV

b. Economics of Marketing (IML-UMC)

Unit II: Job Application and Interview

1. Job Application and Interview (IML-UMC)
2. Preparing Your Career Promotion (IML-UMC)

Unit III: Introduction into Agribusiness Management

1. Text: Introduction into Agribusiness Management Gregg/McGraw-Hill Publisher

Other support materials

a. Operating Your Own Business (IML-UMC)

b. Management by Objectives: Farmland Industries, Inc.

Unit IV: Supervised Occupational Experience Program

1. Kansas Vocational Agriculture Education Basic Core Curriculum I
2. Kansas Vocational Agriculture Education Basic Core Curriculum II

Unit V: Individual

1. Apple II+ Microcomputer with Kansas Careers Software
2. Independent Study Based on Career Choice

Figure 3-3

MASTER MATRIX OF UNITS FOR

FOUR YEAR AGRIBUSINESS PROGRAM

UNIT TITLE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
	(Weeks of Instruction)				
AGRICULTURAL MECHANICS	10	9			19
SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM	2	2	2	7	13
LEADERSHIP	5	5	2		12
ECONOMICS OF AGRICULTURE				10	10
INTRODUCTION INTO AGRIBUSINESS MANAGEMENT				9	9
PLANT SCIENCE		9			9
COMMUNICATIONS	3	3	2		8
ANIMAL SCIENCE	7				7
AGRIBUSINESS PROCEDURES AND RECORDS			7		7
SELLING AND DEMONSTRATION			6		6
JOB APPLICATION AND INTERVIEW	2	2	2		6
DISPLAYING AND ADVERTISING			6		6
CAREERS	3	2			5
HUMAN RELATIONS			5		5
WORKING IN THE AGRICULTURAL INDUSTRY	4				4
LEARNING THROUGH EXPERIENCE		4			4
PHYSICAL DISTRIBUTION			3		3
CUSTOMER SERVICE			1		1

ACADEMIC SUPPORT MATERIAL SUPPLY CENTERS

(Addresses)

FARMLAND INDUSTRIES, INC.
Cooperative Training Division
Home Study Department
Kansas City, Missouri 64116 (Write for the catalog)

for:
- Accent-Feeds
- Fertilizer
- AG CHEM
- Physical Grain Handling
- Selection and Interviewing
- Cooperative Salesmanship
- How Money Works in an Agribusiness
- Positive Performance Appraisal
- Management by Objectives

GREGG DIVISION
McGRAW-HILL BOOK COMPANY
13955 Manchester Road
Manchester, Missouri 63011 (Write or call for the catalog)
Phone - 314-227-1600

for:
- Exploring Occupations in Agribusiness and Natural Resources
- Working in Animal Science
- Working in Agricultural Industry
- Working in Agricultural Mechanics
- Leadership for Agricultural Industry
- Working in Plant Science
- Learning Through Experience in Agricultural Industry
- Displaying and Advertising in Agribusiness
- Physical Distribution in Agribusiness
- Human Relations in Agribusiness
- Selling in Agribusiness
- Agribusiness Procedures and Records
- Economics of Agriculture
- Introduction into Agribusiness Management

INSTRUCTIONAL MATERIAL LABORATORY (IML)
10 Industrial Education Building
University of Missouri-Columbia
Columbia, Missouri 65211 (Write or call for the catalog)
Phone 314-882-2883

for:
- Business Communications
- Communications
- Human Relations on a Job
- Job Application and Interview
- Getting A Job
- Agribusiness
- Physical Distribution
- Human Relations on the Job
- Human Relations in Marketing and Distribution
- Selling
- Customer Service
- Buying and Pricing
- Economics of Marketing
- Mathematics
- Preparing Your Career Promotion

THE INTERSTATE PRINTERS and PUBLISHERS
Jackson at Van Buren
Danville, Illinois 61832 (Write for the catalog)

for:
- A Guide to Parliamentary Procedure
- Kansas Vocational Agriculture/Agribusiness Record Book

KANSAS CAREERS
College of Education
Manhattan, Kansas 66506 (Write for the catalog)

for:
- Kansas Careers Computer Software

KANSAS VOCATIONAL CURRICULUM DISSEMINATION CENTER
P. O. Box 60
Willard Hall - Room 115
Pittsburg State University
Pittsburg, Kansas 66762-9987 (Write for the catalog)

for:
- Kansas Vocational Agriculture Education Basic Core Curriculum 1, 2, 3, & 4
- Maintaining the Lighting & Wiring System
- Residential Plumbing

NATIONAL FUTURE FARMERS of AMERICA SUPPLY SERVICE
P. O. Box 15159
Alexandria, Virginia 22309 (Write or call for the catalog)
Phone - 703-360-3600

for: Official FFA Manual
FFA Student Handbook
FFA Leadership & Personal Development Series

OHIO AGRICULTURAL EDUCATION
Curriculum Materials Service
Room 254, 2120 Fyffe Road
The Ohio State University
Columbus, Ohio 43210-1099 (Write or call for the catalog)
Phone - 614-422-4848

for: Office Procedures Used in the Agricultural Services

SOUTHWESTERN BELL
Educational Relations
220 East Sixth - Room 505
Topeka, Kansas 66603
Phone - 913-296-8920

for: Telephone Materials & Working Model

VITAL INFORMATION, INC.
350 Union Station
Kansas City, Missouri 64108
Phone - 913-384-3860

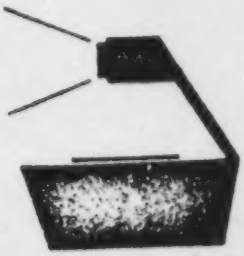
for: AG-COM Agricultural Computer Software Programs

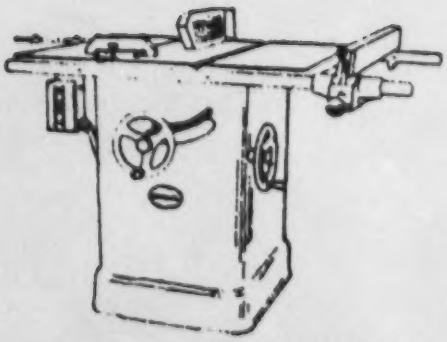
CHAPTER 4

EQUIPMENT AND FACILITIES

FOR AN

AGRIBUSINESS PROGRAM





EQUIPMENT FACILITIES FOR AN AGRIBUSINESS PROGRAM

When considering equipment and facilities for the Agribusiness one needs to understand that the instructor will be an individual that is required to work with agribusiness executives, on occasion support the program by allowing visitation of facilities, maintain regular educational standards, develop related agribusiness skill training in both the mechanics and non-mechanics area and constantly produce an ideal agribusiness atmosphere for students to model after. To accomplish each of these tasks will require certain equipment and facilities that is not considered "standard" for other secondary educators. NOTE: this does not warrant special treatment, just meeting the needs for a different type of an educational program. Listed below are facilities that would allow for proper implementation of an agribuisness program with one instructor. Each of the facilities will play specific roles in the overall development of students for the field of agribusiness.

Facilities:

1. Classroom with adequate book and teaching aid supply storage. Should be wired for slide projector controller.
2. Mechanics laboratory (shop) with adequate storage for metal, wood, tools, projects, and consumable supplies. Locker facilities for students which includes restrooms and shower area.
3. Non-Mechanics laboratory with adequate storage, electrical outlets, sink, refrigerator, gas outlets, and track lighting.
4. Instructor's office/conference room equipped with space for adequate filing and parent/teacher, student/employer or employer/instructor meetings.

In many cases costly errors in both dollars spent and educational inefficiency have been made in constructing facilities. It is recommended that a reliable architect be employed to draw plans, develop specifications and supervise construction of facilities. However, they should also be advised by instructors of agribusiness/agriculture, state supervisors, and school administrators regarding the program, methods used, and special needs in agribusiness/agriculture education. Before identifying the general uses of each room a list of equipment should be included to give a better understanding of the applications to skill development.

EQUIPMENT FOR THE CLASSROOM:

1. Chalkboard
2. Bulletin Board
3. Magazine Rack
4. Notebook Rack
5. Trophy Case
6. Textbook Shelves
7. Projection Screen
8. Overhead Projector
9. Slide Projector
10. Filmstrip Projector
11. Movie Projector
12. Tape Recorder
13. Speaker Stand
14. Reference Books
15. Moveable Tables & Chairs - each table should seat at least two students
16. Instructor's Work Station - includes desk and chair
17. Access to Non-Mechanics Laboratory, Mechanics Laboratory and Instructor's Office
18. No Windows (controlled atmosphere)
19. Related Agribusiness/Agriculture Magazines

EQUIPMENT FOR THE MECHANIC LABORATORY:

1. Overhead Hoist
2. Student Restrooms
3. Concrete Aggregate Storage
4. Concrete Molds & Related Tools
5. Adequate Exhaust System
6. Paint Room
7. Related Air Tools
8. Adequate Safety Equipment
9. Tool Room
10. Fenced Outside Storage
11. Outside Drain
12. Flammable Storage Room
13. Storage for Wood & Metal
14. Adequate Student Work Stations
15. Metal Working Tools for Cold & Hot Metal Work
16. Gas, ARC, MIG Welding Equipment and Related Tools
17. Woodworking Tools including Hand Tools
18. Electrical Motor Training Panels
19. Plumbing Training Panels with Related Tools
20. Small Gas Engine Work Stations with Related Tools
21. Student Shower/Wash Areas with Lockers
22. Outside Exits includes Overhead Door
23. Air Compressor with Adequate Outlets for Related Work Stations
24. Electrical Circuit Training Panels
25. Related Tools for Teaching Painting and Glazing

EQUIPMENT FOR THE NON-MECHANICS LABORATORY:

1. Paper Cutter
2. Lights for Track Lighting
3. Cash Register Counters
4. Bulletin Board
5. Camera for both Black and White and Color
6. Student Access File Cabinet
7. Display Work Counter for Advertising Layout
8. Microcomputers with Monitors, Disk Drive, and Printer (One for every three Students)
9. Cash Registers with Cash Drawer, Artificial Money and Digital Display (One for every two Students)
10. Science Lab Supplies - Test Tubes, Various Sizes Flasks, Funnels, Bunsen Burner, Calibrated Pipettes, Syringes, etc.
11. Agribusiness Merchandise Shelving Units (approximate 8' with four Shelves per 4' Section)

EQUIPMENT FOR THE INSTURCTOR'S OFFICE/CONFERENCE ROOM:

1. Instructor's Desk
2. Instructor's Desk Chair
3. Folding Conference Table
4. Bulletin Board
5. Sorting or Desk File
6. Small Chalkboard
7. Two Four-Drawer File Cabinets with Locks and Hanging File Folders
8. Electric Typewriter with Individual Desk
9. Minimum of Four Comfortable Chairs for Conference
10. Storage Cabinet for Clothes, Shopcoats, etc.
11. Storage Cabinets for Cameras, Record Books, Security Items, Cash Box, etc.
12. Small Bookcase for Professional References
13. Telephone that can dial out
14. Desk Top Calculator with Paper Printout
15. Paper Punch, Stapler, Scissors, other miscellaneous supplies
16. Curtains on Windows for privacy when needed

USES OF THE CLASSROOM:

The main useage of the classroom is for general educational purposes. It should be constructed so the instructor can teach in a controlled environment. It is recommended that the classroom be used exclusively for agribusiness. This way the room can be organized for specific agribusiness needs as well as allow an instructor to develop an atmosphere that is comparable to that of an agribusiness. It is recommended that approximately 35 to 40 square feet be utilized for each student in the largest class. 1 Seating should be designed to be flexible for different seating arrangements. The classroom and non-mechanics laboratory may be separated by a sliding petition.

USES OF THE MECHANIC LABORATORY:

The purpose of the mechanics laboratory is to provide hands-on application of mechanical skills needed to be successful in the field of agribusiness. Examples: Electrical wiring, wood projects, construction, welding, small gas engine repair, electrical motor operations, etc. The lab should be approximately 40 to 50 feet wide and 60 to 100 feet long, depending on the community needs. A desirable minimum is 200 square feet of area for each student in the largest class in a department. A laboratory narrower than 40 feet does not permit efficient arrangement and use of space. 2 The lab should provide locker space for clothing storage as well as shower facilities.

USES OF NON-MECHANIC LABORATORY:

The purpose of the non-mechanic laboratory is to provide hands-on application of skills needed to be successful in the field of agribusiness that are non-mechanical in nature. Examples: Display construction, microcomputer operations, cash register operations, agricultural science experiments, etc. A minimum of 20 to 25 square feet of area should be provided for each student in the largest class of the department. Adequate safety features should be provided, i.e. eye wash, shower, fire extinguishers, first aid kits, etc. The non-mechanics laboratory and classroom can be separated by a sound-proof sliding petition. This option allows for the expansion of the classroom for student organizational meetings as well as other meetings needed by the department.

1 Lloyd J. Phipps, Handbook on Agricultural Education in Public Schools (The Interstate) p. 434

2 Lloyd J. Phipps, Handbook on Agricultural Education in Public Schools (The Interstate) p. 437

USES OF INSTRUCTOR'S OFFICE / CONFERENCE ROOM:

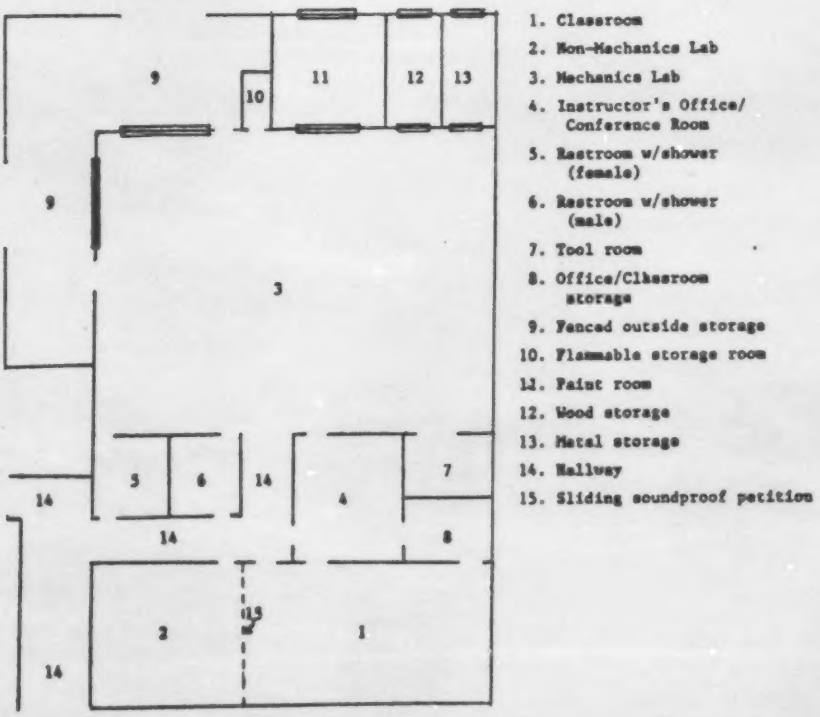
The purpose of this room is to provide the instructor a proper environment to conduct business with employers, potential employers, parents, students, staff, and interested persons. It should be constructed to represent a quality setting similar to those in agribusiness executive offices. One important factor to remember is that the agribusiness instructor will work closer with the community and parents than almost any other staff member. This representation and contact can produce beneficial public relation effects. Also, this relationship must be present to help assure employment for students in Year 4. Therefore, the condition and equipment used to produce this relationship with the community and parents need to be present and of good quality.

Although facilities do not guarantee the success of any program they do considerably aid in its effectiveness. Figure 4-1 gives a general outline of a facility showing the different rooms mentioned. You may add dimensions to fit your structure.

Realizing that most districts have to utilize existing facilities, a person needs to incorporate as many of the recommendations as possible in order to create an effective agribusiness program.

Figure 4 - 1

General Layout of Agribusiness Facility



CHAPTER 5

MINIMUM ELEMENTS

FOR AN

EFFECTIVE AGRIBUSINESS PROGRAM

MINIMUM ELEMENTS FOR AN EFFECTIVE AGRIBUSINESS PROGRAM

In many situations school districts will not be able to implement the entire four-year agribusiness curriculum. This may be due to the fact that an agricultural production program already exists and the addition would require too many instructor hours, or the secondary program in the district is for three years only, or any one of several other reasons could effect the implementation of a four-year program. Therefore, it is the intent of this chapter to outline the absolute minimum elements to operate an Agribusiness program. Listed in the text that follows are those elements.

1. Instructor and Administration: It is important to have individuals in both positions that have a basic knowledge of the program and have the desire to support and work toward the success of the program. The instructor should obviously have proper training in agriculture. An emphasis in business is helpful. The instructor should also except the responsibility for closely working with the community as well as accept all other responsibilities associated with running the Program.

   The administrator needs to be well aware of the needs of the program and be willing to provide for those needs. Also, the assistance with community relations is essential for program success.

2. Facilities and Equipment: The absolute bare minimum facility and equipment requirements would be Classroom, Non-Mechanics Laboratory, and Instructor's Office/Conference Room as described in Chapter 4. However, it is highly recommended that the Mechanics Laboratory be included. Generally, a Mechanics Laboratory is maintained for the agricultural production program. The skills developed in each of the rooms are needed by Agribusiness students and could be easily justified for instructional purposes.

3. Curriculum: The minimum guidelines for curriculum would be to fully implement Year 3 and then provide only on-the-job training during Year 4. A more practical situation would be to offer all of the curriculum for Year 3 and Year 4 as well as the on-the-job training during Year 4. One reason for this is that

the instructor is better able to advise students about job related problems during the Year 4 classroom period. Remember, in most cases this is the first job students have had. Therefore, it is important that the instructor monitor, evaluate, and react to the feedback that is produced. This in turn helps the student maintain the employed status as well as generate a positive community relationship between school and employers for doing a job well done.

If there is an existing agricultural program in operation it is recommended that the production's Year 1 and Year 2 be revised slightly to adapt to Agribusiness. Then starting at Year 3 allow students to decide between Agribusiness, Agricultural Production, or Agricultural Mechanics. If a student selects Agribusiness for Year 3 then the curriculum should include the Agribusiness curriculum for Year 3 and Year 4 with the on-the-job training during Year 4.

As you review the possibilities for Agribusiness in your district keep in mind that many of the successful Agribusiness executives, as mentioned in Chapter 2, emphasize the importance of having a strong agricultural knowledge. This factor should be considered heavily in the evaluation process for your District.

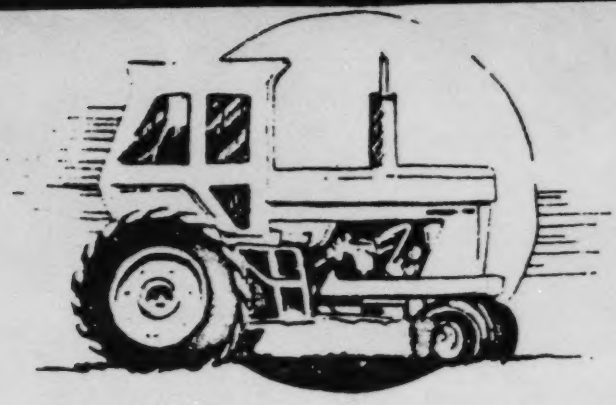
4. Advisory Committee: An advisory committee is essential for both the establishment and maintainance of the Agribusiness program. They provide a valuable source of information and feedback about the community and program. There are several different formations of advisory committees. However, it is recommended that a committee of 10 with proper community representation and rotation of membership be utilized. These duties should involve the providing of assistance in the development of good community public relations, offering advice in the development of new or revised occupational course content, utilizing community resources to support the instructional program, reviewing occupational programs and providing suggestions for program improvement, assisting the staff in conducting occupational and/or community surveys, making recommendations regarding equipment and facility planning, assisting counselors and teachers in the placement of students, assisting and supporting the administration in locating, identifying, and recommending qualified instructional staff as well as numerous other duties. When used right the advisory committee will make the difference between success and failure in the program.

5. Students: Although students are obvious for a program to work the number per instructor needs to be considered. It is recommended that the class size should average around 15 with a total of 60. This may mean that Year 1 may have 20 students, Years 2 and 3 may have 15 students and Year 4 may have 10 students.

6. Supervision Time: It is essential that the instructor be given adequate supervision release time to observe students that are working on-the-job. In order to give employers a fair response to employing students and to give students the proper supervision as well as allow the instructor adequate time to complete follow-up reports on visitations it is recommended that a minimum of two release hours per month per student be used. Quick mathematics show that a maximum of 10 students during Year 4 would utilize all the release time for one instructor. A figure of three to five students should be the minimum.

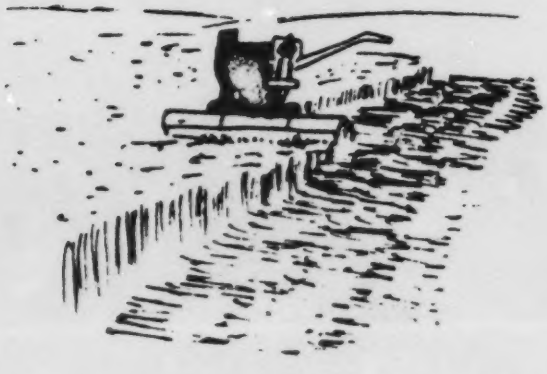
7. Adequate Budget: In the operation of any educational program an adequate budget is necessary to accomplish the goals. The budget for an Agribusiness program in most cases is somewhat similar to that of other departments, i.e. Instructor's salary, travel and per diem, communications, instructional supplies, consumables, books, etc. However, some other unique factors to consider would be an advertising budget. Promotion of employers and their student employees make for great public relations. Employer Appreciation Meeting which includes helpful agribusiness information and a complementary meal. These measures are not unique to major agri-businesses, therefore, they should be a part of the Agribusiness Department procedures. It is sometimes amazing how many job placement stations can be opened with a free meal and a little program information.

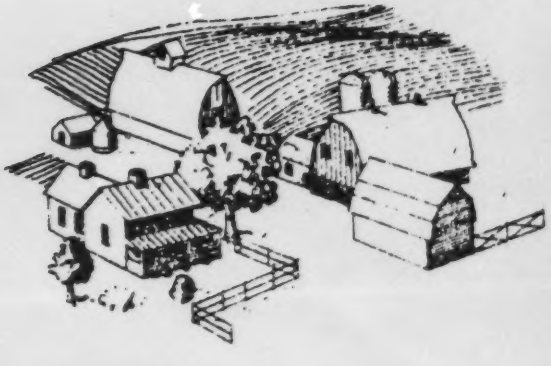
Meeting these seven items will help insure most any agribusiness program a success. If a phase-in plan is used to implement agribusiness it is recommended that these minimum standards be incorporated.



CHAPTER 6

CHANGING THE AGRICULTURAL PRODUCTION PROGRAM TO INCLUDE AGRIBUSINESS





CHANGING the AGRICULTURAL PRODUCTION PROGRAM to include AGRIBUSINESS

One popular way to incorporate Agribusiness into an Agriculture Production Program has been to teach Years 1 and 2 as they are, then at Year 3 insert the option of Agribusiness as one of the classes offered and continue with Agribusiness during Year 4. So far, this has worked out fine for those who have made the change. Students get the benefits of an Agribusiness offering, however, they do not get the benefit until Year 3. To help solve the dilemma this chapter will give suggestions on how to provide some Agribusiness training during Years 1 and 2 without drastically altering the existing program.

The best way to alleviate this problem is to modify existing lesson plans to include Agribusiness. Since both Agriculture Production and Agribusiness are directly related to agriculture the combination and application of the two areas become somewhat easier. Daily lesson plans have always required a great deal of time for the instructor to prepare. The suggestion for this is not to eliminate everything and start new, it is to simply add to existing lessons and include Agribusiness. In a lot of cases if the instructor will utilize single copies of the academic support materials as defined in Chapter 3, a great deal of information can be contributed to the lesson plan without generating a great expense to the local school district. Granted, at first the time element may be a small factor - one that all good instructors can deal with. However, with careful organization and proper planning the addition to the total agricultural program will be tremendous. The final result will be a well rounded Vocational Agribusiness/Agricultural Mechanics/Agricultural Production Program for secondary students. This type of program will attract more students, generate greater community support, more adequately trained students for employment, provide an avenue for better administrative support, and produce a higher quality instructor.

Even if Agribusiness is not offered as a class by itself it is recommended that the instructor modify existing lessons to include a larger portion of Agribusiness related information. In an attempt to illustrate how a change can occur Figure 6-1 shows an example of a modified lesson plan. All words that are printed in *script* illustrate a change in the lesson. The lesson itself was taken from the Kansas Vocational Agriculture Education Basic Core Curriculum I - Teacher. The lesson title is "The Livestock Industry". As one views the changes in the lesson plan it should be easy to see that there could be a great improvement to a total agricultural program by using this procedure and the benefits of an agricultural program to students would be enhanced.

THE LIVESTOCK INDUSTRY
UNIT I

SUGGESTED ACTIVITIES

Instructor:

1. Provide each student with objectives
2. Provide each student with information sheet
3. Make transparencies
4. Discuss terminal and specific objectives
   (NOTE: Objectives may be used as a pretest.)
5. Discuss information sheet
6. Give test

Student:

1. Read objectives
2. Study information sheet and take notes
3. Take test

INSTRUCTIONAL MATERIALS

Included in this unit:

1. Objective sheet
2. Information sheet
3. Transparency masters
   - TM 1--Swine in Kansas 1963-75
   - TM 2--Cattle and Calves in Kansas 1963-75
   - TM 3--Sheep in Kansas 1963-75
4. Test
5. Answers to test

References:

1. Annual Report-Kansas Agriculture, Kansas State Board of Agriculture, Topeka, Kansas, Robert R. Sanders, State Printer, 1975.

2. Hoover, Norman K. Handbook of Agricultural Occupations. Danville, Illinois: Interstate Printers and Publishers, Inc., 1963

3. Krebs, Alfred H. Agriculture in our Lives. Danville, Illinois: Interstate Printers and Publishers, Inc., 1964

4. Statistical Abstract of the United States. Washington, D.C.: United States Department of Commerce Publication, Bureau of Census, 1972

5. Our Land and its Care. Washington, D.C.: National Plant Food Institute.

6. Agriculture Chartbook, Outlook. Dept. of Agriculture, Washington, D.C.: Government Printing Office, 1971

7. Stone, Archie A. Careers in Agriculture, Business, and Industry. Danville, Illinois: Interstate Printers and Publishers, Inc., 1965

8. Evans, Everett F. and Ray L. Donahue. Exploring Agriculture. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963

9. 1973 Handbook of Agricultural Charts, Agricultural Handbook #455, USDA, Washington, D.C.

10. Peterson, Paul, Christensen, Allen C. and Nelson, Edward A. Working in Animal Science. Manchester, Missouri: Gregg Division, McGraw-Hill Book Company

11. Midwest Agribusiness. Midwest Association of State Departments of Agriculture:

THE LIVESTOCK INDUSTRY
UNIT I

TERMINAL OBJECTIVES

After completion of Unit I, the student should be able to discuss the current trends in the livestock industry and its importance to agriculture and the livestock industry with the correct description. This knowledge will be evidenced by scoring eighty-five percent on a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with the livestock industry to their correct definitions.
2. Reproduce the basic production-distribution cycle.
3. Select from a list the four primary classes of livestock grown in Kansas.
4. Match the approximate number with the correct class of livestock in Kansas and the United States.
5. Reporduce a chart illustrating the trends of the livestock industry in Kansas.
6. Match occupations in the livestock industry with their descriptions.
7. Describe the impact that the beef cattle industry has made on Kansas agriculture.
8. *Identify products produced by the Livestock Industry.*
9. *Identify the approximate number of employees associated with Food and Kindred Product Processing.*

THE LIVESTOCK INDUSTRY
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Agricultural industry--includes: (1) the farm industry which produces the commodities, (2) the industries which supply and and service the farm industry, and (3) the industries which process and distribute to the consumer

B. Commodity--Products of agriculture such as beef, pork, and wheat

C. Consumer--Those who use the products of agriculture such as the housewife

D. Cycle--The regular changes in price and production of agricultural commodities

E. Distribution--The means by which agricultural products are made available to the consumer

F. Processing--The preparing of farm products for use (slaughtering, cutting, and packaging)

G. Production--The growing of agricultural products

H. Trends--Direction of movement of a commodity in terms of production and prices (up, down, or steady)

I. Feeder animal--Animals that have been fattened on grass and are ready for the feedlot

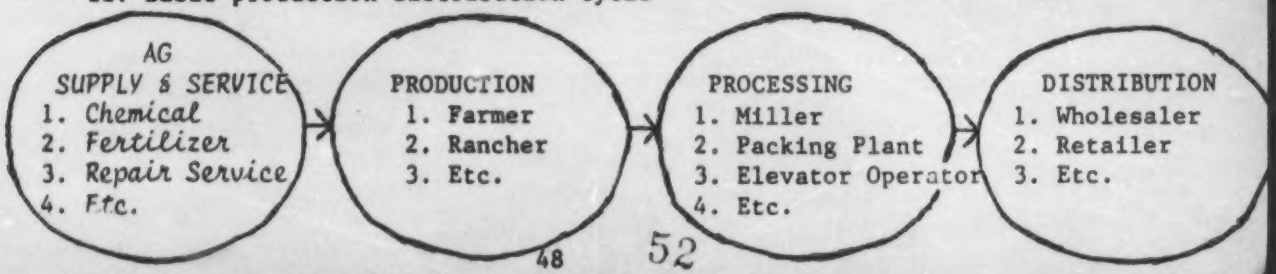
J. Stocker animal--Animals that are to be placed on pasture for further growth

K. Market animal--An animal that has been fed to the acceptable market weight for that class; usually for slaughter (NOTE: examples, cattle--1000-1200 lbs. swine--200-240 lbs.; lambs--100-120 lbs.)

L. *Consumer--A person who uses food, clothing, or anything grown or made by producers*

M. *Animal Science--The care, management and production of domestic animals based on scientific research and experimentation*

II. Basic production-distribution cycle



INFORMATION SHEET

III. Primary class of livestock in Kansas (1974)

A. Beef cattle and calves--Number one in the state in rank and value of all principal crops and livestock

B. Swine--Number four in rank and value of all principal crops and livestock

C. Dairy cattle and products--Number five in the state compared to all other principal corps and livestock

D. Sheep--Number ten in rank and value of all principal crops and livestock grown in Kansas

IV. Number of beef, sheep, swine, and dairy

	Kansas (1975)	U.S. (1974-74)
A. All cattle and calves	6,400,000	131,826,000
B. Beef cows	1,978,000	45,421,000
C. Sheep	200,000	14,538,000
D. Swine	1,750,000	55,062,000
E. Dairy	147,000	11,217,000
F. Poultry (not broilers)	3,346,000	382,793,000

V. Trend of the livestock industry in Kansas 1963-75 (Transparencies 1,2, and3)

VI. Occupations in the livestock industry

A. Farmer or rancher--Concerned with the initial production of products

B. Farm or ranch hand--Works for the farmer or rancher and assists in the operation

C. Farm or ranch foreman--Has the responsibility for day-to-day work operations of a fram or ranch

D. Feedlot manager--Has charge of feeding cattle ror market

E. Feedlot employee--Works in ore of the departments of the feedlot system such as truck driver or bookkeeper

INFORMATION SHEET

F. Auctioneer--Sells livestock at the markets

G. Artificial inseminator--Breeds livestock artifically (NOTE: The artificial inseminator may be an employee of a breeder's association)

H. Feed store manager--Supplies feed, seed, and equipment to farmers

I. Feed store employee--Assists in operating some phase of the feed store such as salesman or deliveryman

J. Feed mill operator--Operates a feed mill for a feedlot or feed store

K. Cattle buyer--Buys cattle for farmers, feeders, and packing plants

L. Commission man--Sells livestock for the farmer or rancher

M. *Processing occupations--Meat cutter, wrapper, chemist, nutrionist, buyers, sellers, advertisers*

N. *Veterinarians--Supply service in animal health*

O. *Supply & Service related--Trucker, facility supplier, medical supplier, equipment supplier, Ag mechanic, etc.*

VII. Main out-of-state feeder cattle buyers

A. Oklahoma

B. Texas

C. Missouri

D. Colorado

E. Alabama

VIII. *Animal products related to the Livestock Industry*

A. *Food--Meat, eggs, mild*

B. *By-products--Bones, fat, tissue, etc.*

C. *Work*

D. *Hides, pelts, and fibers*

E. *Research, data*

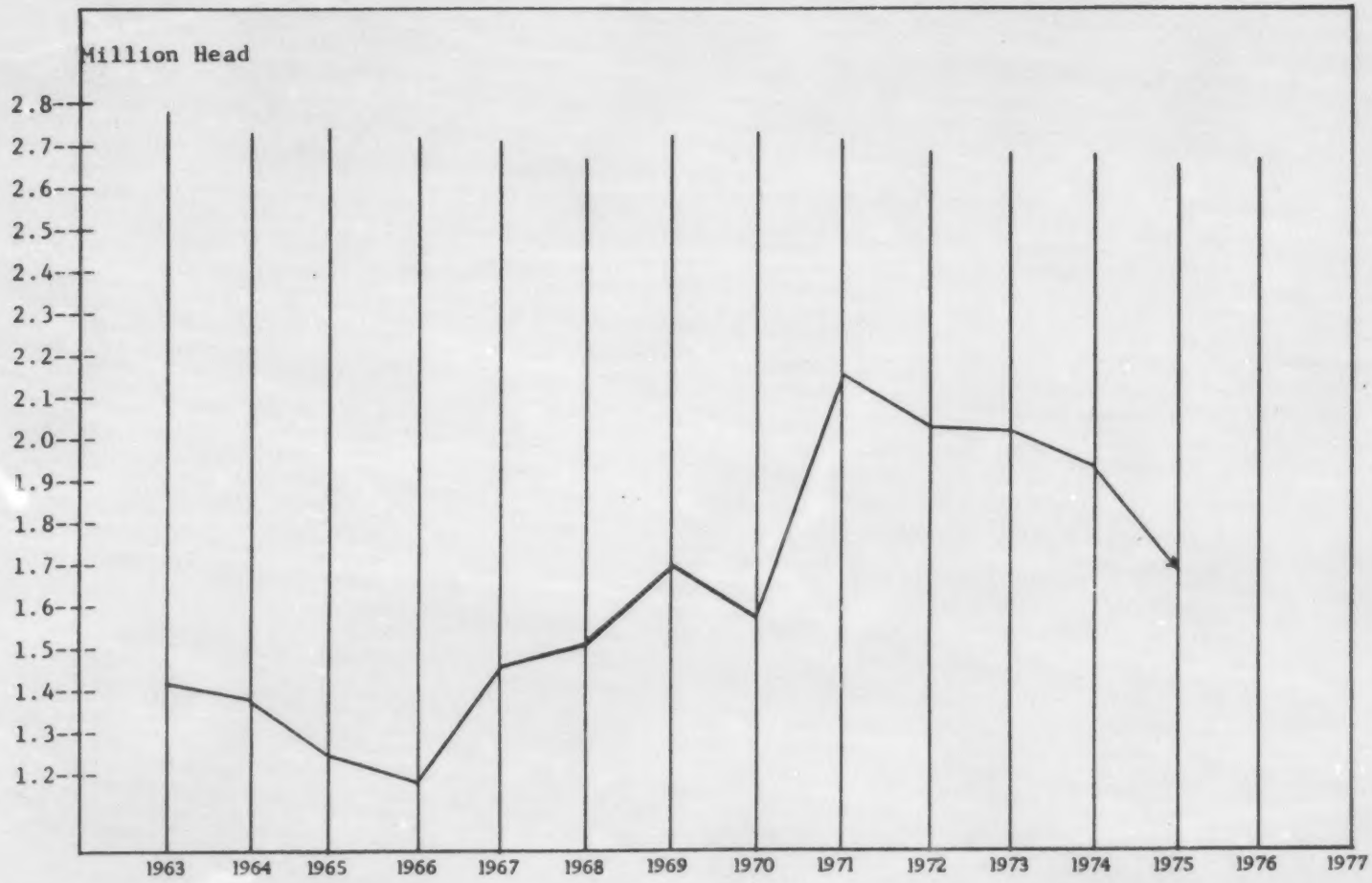
F. *Companionship*

IX. *Economic Importance of Food and Kindred Products, 1977*

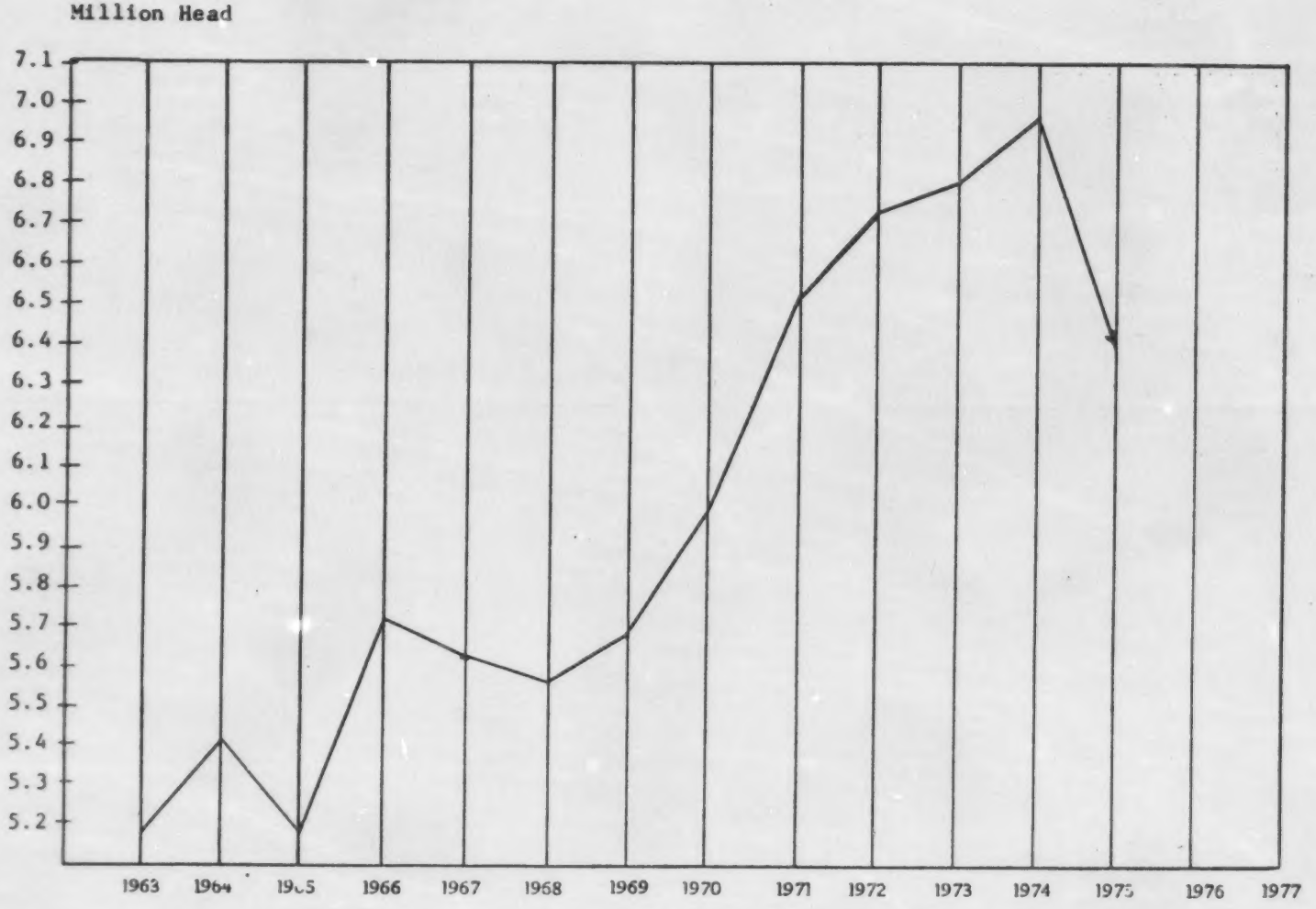
Midwest States	Number of establishments	All employees		Value added	Value of shipments	Rank of Midwest States by value added
		Number	Payroll			
	Number	Thousands	Million dollars			
Illinois	1,270	103.9	1,439.3	4,725.6	14,938.2	1
Indiana	555	36.2	469.5	1,572.1	4,931.2	6
Iowa	591	46.3	678.7	1,833.3	9,905.9	5
Kansas	363	20.0	260.7	681.0	3,934.6	10
Michigan	829	46.2	653.3	2,113.7	5,586.8	4
Minnesota	691	42.7	530.6	1,465.8	6,806.4	8
Missouri	637	38.8	519.1	1,529.2	5,905.5	7
Nebraska	393	21.5	277.1	829.7	4,542.0	9
North Dakota	125	3.9	44.8	146.6	514.5	12
Ohio	1,094	66.4	858.0	2,802.3	8,275.7	2
South Dakota	122	8.2	106.6	225.5	1,078.6	11
Wisconsin	1,205	59.8	777.0	2,304.0	8,929.0	3
Midwest total	7,875	493.9	6,614.7	20,228.8	75,348.4	
Percent of U. S.	30.9	34.9	38.2	39.0	41.4	
U. S. total	25,458	1,414.9	17,337.7	51,920.4	182,075.5	

1/1977 Census of Manufacturers, Geographic Area Series.

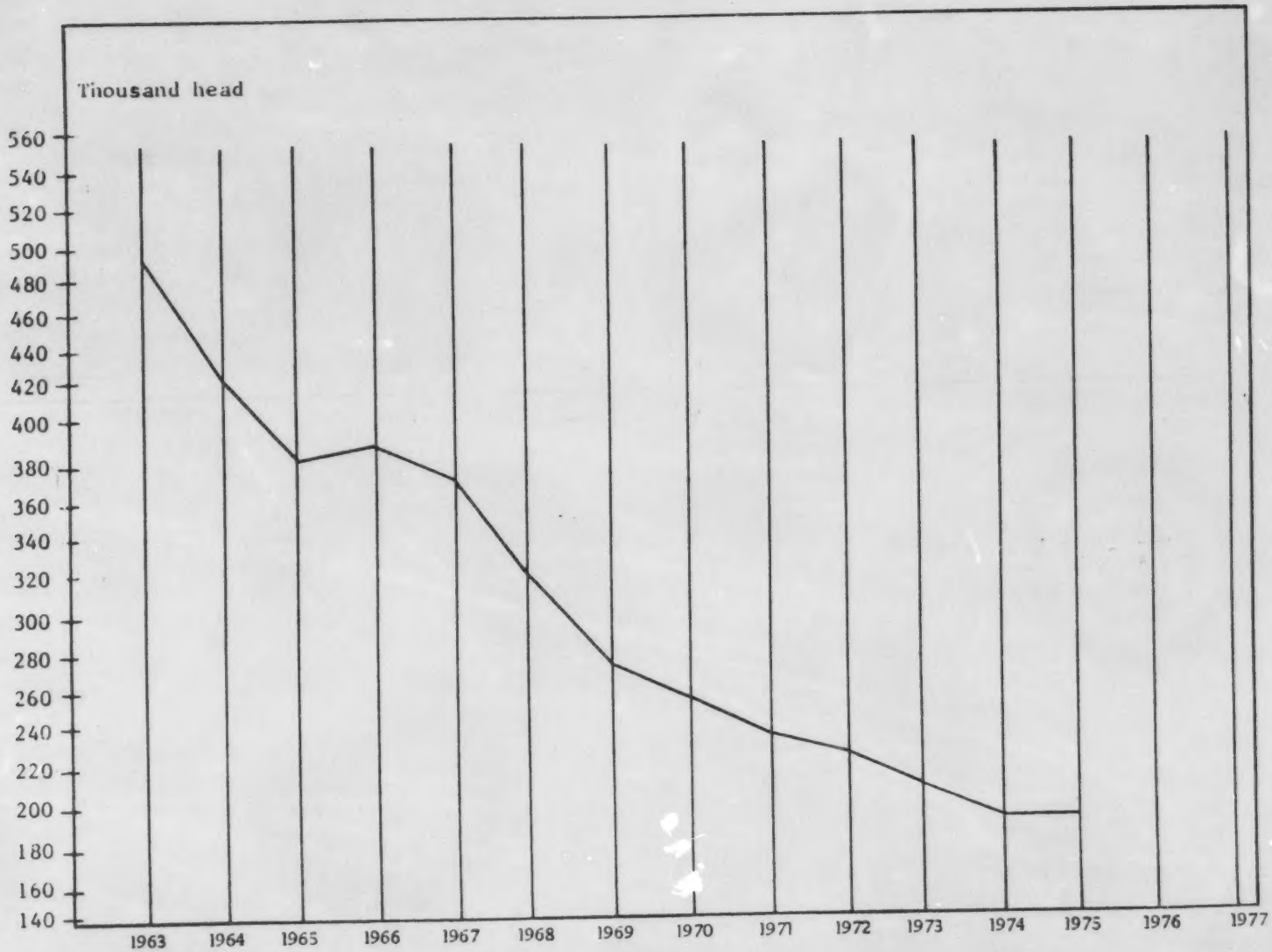
SWINE IN KANSAS 1963-75



CATTLE AND CALVES IN KANSAS 1963-75



SHEEP IN KANSAS 1963-75



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TM 3

Ag. I - 13-D

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THE LIVESTOCK INDUSTRY
UNIT I

TEST

1. Match the terms on the right with its correct definition.

____ a. The regular changes in price and production of agricultural commodities

____ b. The growing of agricultural products

____ c. Products of agriculture such as beef, pork, and wheat

____ d. Those who use the products of agriculture such as the housewife

____ e. Cattle that are to be placed on pasture for further growth

____ f. Direction of movement of a commodity in terms of production and prices (up, down, or steady)

____ g. Includes: (1) the farm industry which produces the commodities, (2) the industries which supply and service the farm industry, and (3) the industries which process and distribute to the consumer

____ h. The means by which agricultural products are made available to the consumer

____ i. Cattle that have been fattened

____ j. The preparing of farm products for use (slaughtering, cutting, and packaging)

____ k. *Supplies health service to producer's livestock*

____ l. *Person for whom food, clothing, and other livestock items are produced*

1. Agricultural Industry
2. Commodity
3. *Animal Science*
4. Consumer
5. Cycle
6. *Consumer*
7. Distribution
8. Processing
9. *Veterinarians*
10. Production
11. Trends
12. Feeder cattle
13. Stocker cattle

____ m. *Care, management and production of domestic animals based on scientific research and experimentation*

2. Reproduce the basic production-distribution cycle.

3. Place an "X" in front of the four primary classes of livestock raised in Kansas.

____ a. Poultry

____ b. Cattle and calves

____ c. Mules

____ d. Dairy

____ e. Swine

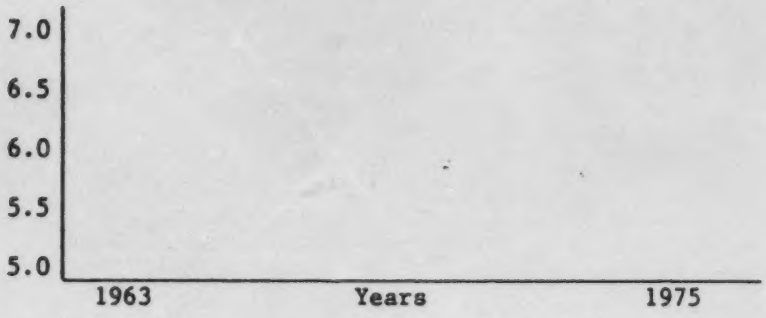
____ f. Sheep

____ g. Horses

4. Match the approximate number with the correct class of livestock in Kansas.

____	a. Cattle and calves	1.	147,000
____	b. Swine	2.	200,000
____	c. Sheep	3.	1,750,000
____	d. Dairy	4.	6,400,000

5. Draw a chart showing the general trend of the beef industry in Kansas.



6. Match the occupation in the livestock industry with its correct description.

____ a.	Concerned with the initial production of products	1. Farmer or rancher
____ b.	Has charge of feeding cattle for market	2. Farm or ranch hand
____ c.	Sells livestock at the markets	3. Farm or ranch foreman
____ d.	Supplies feed, seed, and equipment to farmers	4. Feedlot manager
____ e.	Operates a feed mill for a feedlot or feed store	5. Feedlot employee
____ f.	Sells livestock for the farmer or rancher	6. Auctioneer
____ g.	Works for the farmer or rancher and assists in the	7. Artificial inseminator
____ h.	Has the responsibility for the day-to-day work operations of a farm or ranch	8. *Agricultural mechanic*
____ i.	*Works in the food processing industry*	9. Feed store manager
____ j.	*Responsible for repair and maintenance of Ag related equipment*	10. Feed store employee
		11. *Advertiser*
		12. Feed mill operator
		13. Cattle buyer
		14. Commission man

____ k. Works in one of the departments of the feedlot system such as truck driver or bookkeeper

____ l. Breeds livestock artificially

____ m. Assist in operating some phase of the feed store, such as salesman or deliveryman

____ n. Buys cattle for farmers, feeders, and packing plants

7. Name four of the main out-of-state feeder cattle buyers

   a.

   b.

   c.

   d.

8. *Name four animal products related to the Livestock Industry*

   a.

   b.

   c.

   d.

9. *Approximately how many employees are involved in the processing of Food and Kindred products in the State of Kansas*

   a. *1,000*

   b. *5,000*

   c. *15,000*

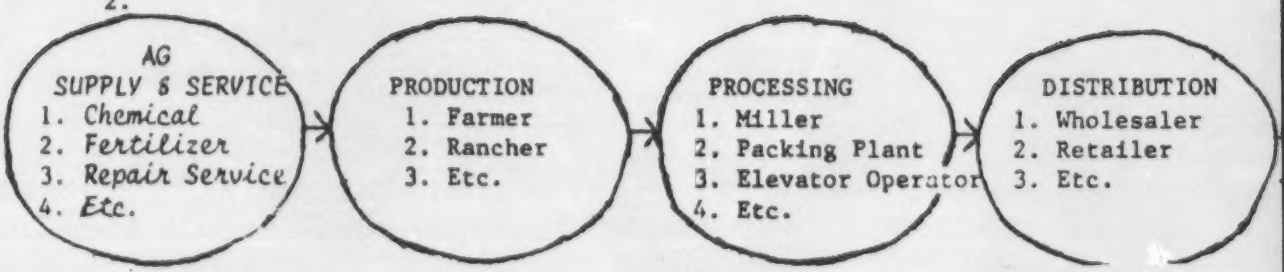
   d. *20,000*

THE LIVESTOCK INDUSTRY
UNIT I

ANSWERS TO TEST

1. a. 5
   b. 9
   c. 2
   d. 4
   e. 12
   f. 10
   g. 1
   h. 7
   i. 11
   j. 8
   k. 13
   l. 6
   m. 3

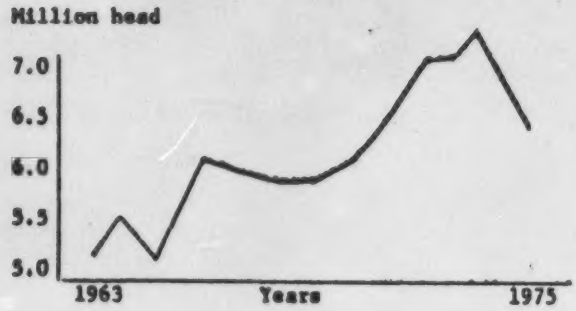
2.



3. b,d,e,f,

4. a. 4
   b. 3
   c. 2
   d. 1

5.



6. a. 1
   b. 4
   c. 6
   d. 9
   e. 12
   f. 14
   g. 2
   h. 3
   i. 11
   j. 8
   k. 5
   l. 7
   m. 10
   n. 13

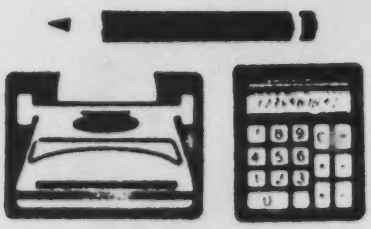
7. Any four of the following
   a. Oklahoma
   b. Texas
   c. Missouri
   d. Colorado
   e. Alabama

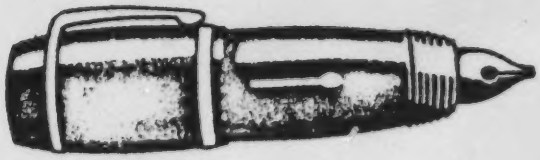
8. a. Food
   b. By-products
   c. Work
   d. Hides, Pelts & Fiber
   e. Research Data
   f. Companionship

9. D

CHAPTER 7

SUGGESTIONS FOR USING OTHER SEGMENTS OF SECONDARY INSTRUCTION WITH AGRIBUSINESS





SUGGESTIONS for USING OTHER SEGMENTS of SECONDARY

INSTRUCTION with AGRIBUSINESS

In most any educational field there are several other related departments that can assist in the development of students. Agribusiness is NO exception. It is important that students realize the effects of a total education on their future employment opportunities. Therefore, it is extremely beneficial to coordinate other segments of the secondary education system with the Agribusiness department.

Some benefits associated with the coordination of Agribusiness with other departments include reducing instructional time on specific topics for the Agribusiness Instructor and thus allowing more instructional time for other units. Generally, students perform at higher levels in Agribusiness and the related department simply because they can visualize the application to employment and interest increases in the subject matter. Also, staff relations are improved due to the knowledge of other departments. Due to the improved interest involved, departments are able to improve educational efficiency. Also, students get to take advantage of the expertise of several teachers on a particular unit instead of one.

Careful planning has to be done in order to have the related topics being taught at the same time. However, when done properly this procedure proves to be a great asset to the program and the entire secondary education system.

Listed below are a few examples that have been utilized to tie the Agribusiness with other departments.

Department	Subject Matter
1. English	Letter Construction Completing Job Applications Preparing Thank-you Letters Preparing Letters of Application Proofreading Preparing Speechs Interviewing
2. Office Education/ Business	Operating 10 Digit Calculator Operating a Typewriter Business Law Filing

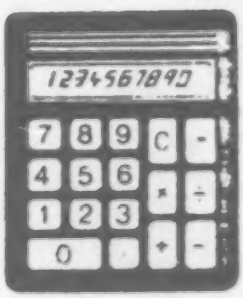
3.	Industrial Arts/ Drafting	Mechanical Skills Small Gas Engines Advertising Design Photography/Advertising
4.	Administration	Budgeting Human Relations Management
5.	Drama	Speech Delivery Conversation Skills Human Relations
6.	Science	Laboratory Experiments Plant & Animal Science Related Materials Greenhouse Operations
7.	Mathematics	Using Ag Related Math Problems Counting Money Figuring Sales Tickets
8.	Computer	Computer Programming Output Analysis Word Processing
9.	Library	Improving Research Techniques Career Exploration How to Look for Needed Information Audio-Visual Training
10.	Art	Layout Design for Advertising Displaying Techniques

It is impossible to list all the ways by which other departments can assist in developing skills for students in Agribusiness. However, no matter what the subject matter consists of, each task in its own way contributes to the program success. Although the coordination with other departments is not essential to the operation or implementation of an Agribusiness Program, its application greatly improves the opportunities for students in Agribusiness and is highly recommended.

The degree to which this procedure is used will be based upon the local level opportunities.

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

CHAPTER 8



SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

The Supervised Occupational Experience Program (SOEP) in Agribusiness consist of all the practical agribusiness activities of educational value conducted by students outside the classroom for which systematic instruction and supervision are provided by teachers, parents, employers, or others. It needs to be understood that SOEP is an integral part of the vocational agribusiness program and simply not an appendage. Therefore, it must be utilized in order to develop students into employable and promotable employees. Figure 8-1 shows several values a SOEP can develop.

Figure 8-1

Values of SOEP for Agri-business

1. Provides an opportunity for the development of the abilities needed for proficiency in agriculture/agribusiness.
2. Provides an avenue of satisfactory, progressive establishment in an agribusiness or other occupation requiring knowledge and skill in agriculture.
3. Provides opportunities to earn, save, and use money.
4. Provides a desirable type of motivation and develops a student's interest in agribusiness.
5. Develops a student's originality, pride of ownership, initiative, self-confidence, and managerial ability.
6. Provides opportunities for contributing to desirable family living.
7. Develops desirable habits, understandings, appreciations, ideals, abilities, and attitudes through challenging true-to-life situations.
8. Provides opportunities for a student to plan work, make budgets, use financial agreements, review information, form judgments, evaluate, make decisions, solve problems, put plans into action, and keep accurate records.
9. Provides an opportunity to grow into an agribusiness or other occupation requiring knowledge and skill in agriculture.
10. Provides an opportunity for contributing to the improvement of the home.
11. Develops desirable relationships with parents or employers.
12. Contributes to community improvement.
13. Contributes to desirable relationships among the school, the home, and the community.
14. Develops teacher-parent-pupil understanding and cooperative relationships.
15. Develops opportunities for functionalized instruction based on individual needs, interests, and abilities of pupils, thus making the agribusiness experience program the core of the instructional program.
16. Provides a basis for evaluating the effectiveness of the instruction in agribusiness.
17. Develops abilities in cooperation.

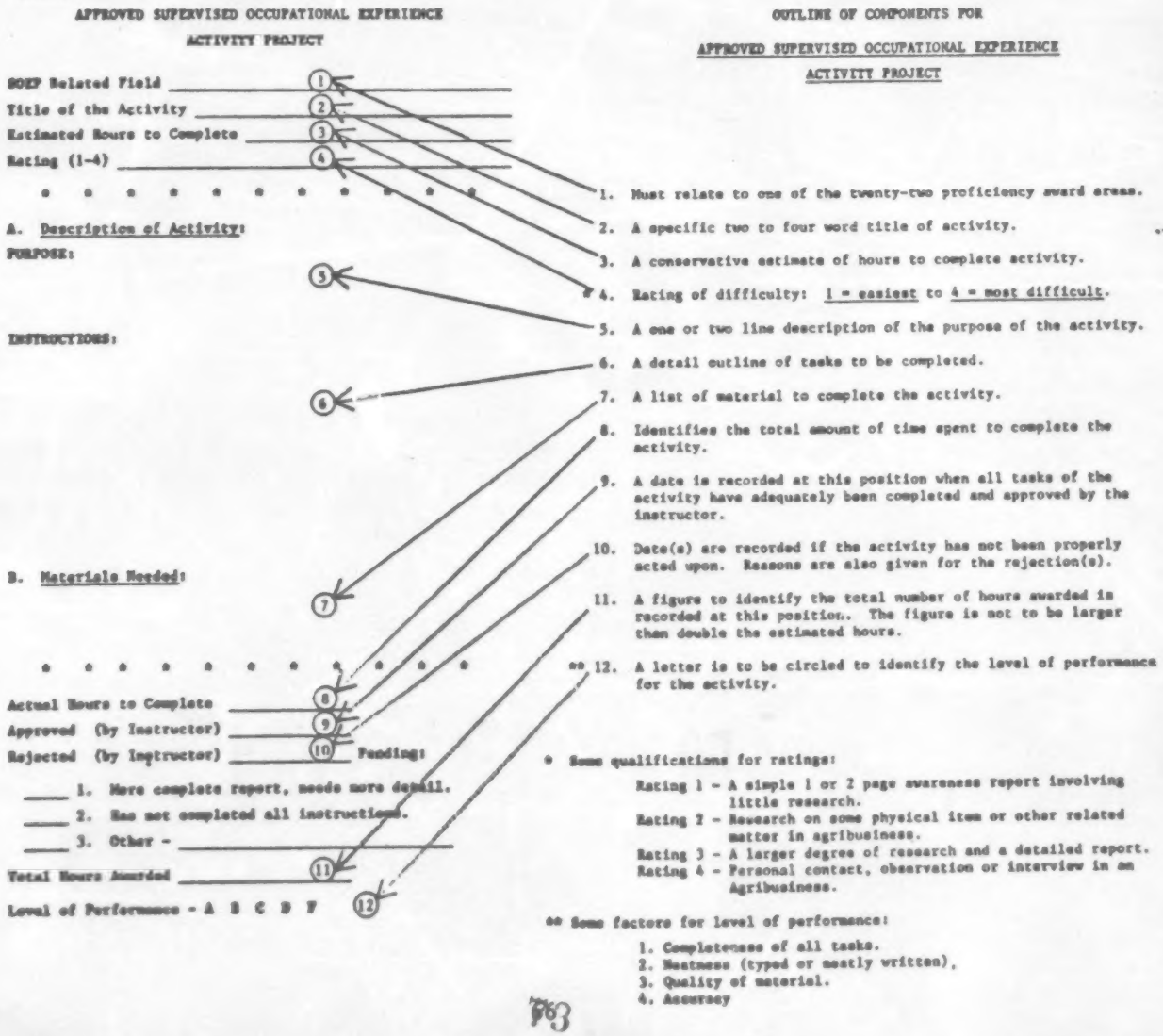
In reality, it is difficult to provide each student with an adequate SOEP. An instructor needs to realize the age of a Year 1 or Year 2 student, and the fact that most insurance companies will not allow employers to hire these students. Also, in many cases these students do not have transportation to come and go from an agribusiness, and in some cases the location of home (100 x 100 lot in town) does not allow them to pursue agriculture production possibilities. Therefore, a more practical application of SOEP has been developed to combat this situation. Remember, this system is not for every student. It is specifically designed for the Year 1 and Year 2 student that falls into one or more of the categories mentioned earlier. The objective of the system is to provide a better quality and proper agribusiness related SOEP than can be maintained by a large number of Year 1 or Year 2 students.

Figure 8-2 shows the general outline of the SOEP activity form and identifies the major components of the form.

You will notice that each activity has a rating of 1 to 4 (item 4), with 4 being the most difficult. Each student is required to first identify their occupational objective. Then select from several activity projects at least 50 hours of work as determined by the estimated hours to complete. The minimum requirements for Year 1 students to complete are 20 hours of Rating #1, 15 hours of Rating #2, and 15 hours of Rating #3. Year 2 students are required to complete 10 hours of Rating #1, 15 hours of Rating #2, 15 hours of Rating #3, and 10 hours of Rating #4. Your requirements may vary for your program. All work completed is recorded in the student record book and is used for student recognition. This process will be discussed later in this chapter.

During the course of the school year the student completes the SOEP activity projects - outside regular classroom hours. By offering this type of arrangement the students are able to develop specifically related skills that will allow them to grow into a more advanced SOEP

Figure 8-2


APPROVED SUPERVISED OCCUPATIONAL EXPERIENCE
ACTIVITY PROJECT
SOEP Related Field
Title of the Activity
Estimated Hours to Complete
Rating (1-4)
A. Description of Activity:
PURPOSE:
INSTRUCTIONS:
B. Materials Needed:
Actual Hours to Complete
Approved (by Instructor)
Rejected (by Instructor)
Funding:
1. More complete report, needs more detail.
2. Has not completed all instructions.
3. Other -
Total Hours Awarded
Level of Performance - A B C D F
OUTLINE OF COMPONENTS FOR
APPROVED SUPERVISED OCCUPATIONAL EXPERIENCE
ACTIVITY PROJECT
1. Must relate to one of the twenty-two proficiency award areas.
2. A specific two to four word title of activity.
3. A conservative estimate of hours to complete activity.
4. Rating of difficulty: 1 = easiest to 4 = most difficult.
5. A one or two line description of the purpose of the activity.
6. A detail outline of tasks to be completed.
7. A list of material to complete the activity.
8. Identifies the total amount of time spent to complete the activity.
9. A date is recorded at this position when all tasks of the activity have adequately been completed and approved by the instructor.
10. Date(s) are recorded if the activity has not been properly acted upon. Reasons are also given for the rejection(s).
11. A figure to identify the total number of hours awarded is recorded at this position. The figure is not to be larger than double the estimated hours.
** 12. A letter is to be circled to identify the level of performance for the activity.
* Some qualifications for ratings:
Rating 1 - A simple 1 or 2 page awareness report involving little research.
Rating 2 - Research on some physical item or other related matter in agribusiness.
Rating 3 - A larger degree of research and a detailed report.
Rating 4 - Personal contact, observation or interview in an Agribusiness.
** Some factors for level of performance:
1. Completeness of all tasks.
2. Neatness (typed or neatly written).
3. Quality of material.
4. Accuracy

whenever they reach Year 3. At Year 3 the student in most cases is able to overcome many of the major obstacles mentioned earlier. Therefore, they are no longer allowed to use the SOEP activity project and are encouraged to maintain some other form of SOEP. Preferably agribusiness employment.

One major drawback to this design is that the student is unable to earn money. As you are aware a great deal of the recognition systems in Future Farmers of America (FFA) rely on the earnings of SOEP, i.e. $50.00 to achieve Chapter Farmer, Proficiency Awards, etc. However, the National FFA Association has used great wisdom and allowed in some areas a certain number of hours to qualify students for recognition. This is hwere this design works beautifully. Once a student has been awarded hours from a completed activity they will enter the number of hours along with the level of performance in their record book. (See Figure 8-3) This record of hours worked can then be used for recognition purposes. In more detail, you will notice in Figure 8-2 three categories for the number of hours: (1) estimated - Item 3, (2) actual - Item 8, and (3) awarded - item 11. The estimated is a conservative estimate of hours to complete the activity. The actual is recorded by the student to indicate the time spent working on the activity. The awarded is a reasonable combination of the two (not to exceed double the estimated), that is assigned by the Instructor. i.e., estimated = 2, actual = 4, awarded = 3. It is the awarded hours that are recorded in the record book.

There are several other features of this design. For example, assuming the student desires to, the design can be utilized with those students who have adequate SOEP to improve the quality of their existing SOEP. During Year 4 certain activity projects with a Rating #4 can be utilized for individual instruction. (Note: during Year 4 the activity project cannot be applied to a SOEP) There are several other features an instructor could use to fit the design into their particular situation.

In all the SOEP activity project attemps to equalize the opportunity for achievement and recognition for all students enrolled in Vocational Agribusiness/Agriculture, develop job-entry skills, improve agribusiness knowledge, and help develop students into employable and promotable employees for the field of agribusiness while keeping teacher related time to a minimum.

Figure 8-4 and 8-5 show some examples of SOEP activity projects that could be utilized by students who desire to work in an Agribusiness and whose duties involve salesmanship.

Figure 8-3

Year 1982

INCOME

Line No.	Date	Amount Received	To Whom Sold	Items Sold	No. of Units	Total Weight	Level of ~~Unit~~ ~~Price~~ Performance		Taxable Non-Business Income		Agribusiness SOEP Hours Only		Misc. Income	
2	9/24	SOEP HOURS	Practice Selection Activities		1.25		B				1	25		
3														

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APPROVED SUPERVISED OCCUPATIONAL EXPERIENCE

ACTIVITY PROJECT

SOEP Related Field Agriculture Sales and Service

Title of the Activity Positive Salesperson Attributes

Estimated Hours to Complete 1.0

Rating (1-4) 1

* * * * * * * * * * *

A. Description of Activity:

PURPOSE:

To identify positive aspects of a good salesperson.

INSTRUCTIONS: Discuss with your parents, friends, or others about what they consider to be positive qualities of a salesperson. Some questions might be: What do you expect from a good salesman? If you were a salesperson what personal qualities do you feel you could use that would make you successful?

After completing your discussing turn in a one page report that includes the questions asked, who you asked and 15 positive salesperson qualities. Be sure and turn in this activity report form with your report.

B. Materials Needed:

Pencil, paper, and several individuals for discussion.

* * * * * * * * * * *

Actual Hours to Complete _____

Approved (by Instructor) _____

Rejected (by Instructor) _____ Pending:

_____ 1. More complete report, needs more detail.

_____ 2. Has not completed all instructions.

_____ 3. Other - _____

Total Hours Awarded _____

Level of Performance - A B C D F

APPROVED SUPERVISED OCCUPATIONAL EXPERIENCE

ACTIVITY PROJECT

SOEP Related Field Agricultural Sales and/or Service

Title of the Activity Understanding Agribusiness Sales Tickets

Estimated Hours to Complete 1.0 hours

Rating (1-4) 2

* * * * * * * * * * *

A. Description of Activity:

PURPOSE:

To develop a better understanding of each part of a sales ticket that is used within the operations of an agribusiness.

INSTRUCTIONS:

Obtain at least 2 different sales tickets that are used by Agribusinesses in your community. Then on a separate sheet of paper list each of the components of the tickets, i.e. name, date, description, how shipped, signature, etc. After listing each component also list the possible reasons why that agribusiness might need that space on the sales ticket.

Upon completion turn your report and sales tickets into the instructor for approval.

B. Materials Needed:

Two agribusiness sales tickets, paper, pencil.

* * * * * * * * * * *

Actual Hours to Complete _____

Approved (by Instructor) _____

Rejected (by Instructor) _____ Pending:

_____ 1. More complete report, needs more detail.

_____ 2. Has not completed all instructions.

_____ 3. Other - _____

Total Hours Awarded _____

Level of Performance - A B C D F

APPROVED SUPERVISED OCCUPATIONAL EXPERIENCE

ACTIVITY PROJECT

SOEP Related Field Agriculture Sales and Service

Title of the Activity Product Knowledge

Estimated Hours to Complete 1.5

Rating (1-4) 3

* * * * * * * * * * *

A. Description of Activity:

PURPOSE:

To identify 10 major areas of knowledge about an agribusiness product and to introduce some items required for product knowledge.

INSTRUCTIONS: Select any item that you feel you might use to sell in an agribusiness that is related to your occupational objective. Then research the product so that you can use the knowledge within a sales presentation. Then submit a report to the instructor listing the information. Try to include manufacturer, history of manufacturer, years product has been on the market, sales rate in your area, all positive features, what is its leading competitor, identify reasons for difference in prices between product and competitor's, number of years product has been sold by this establishment, if a change was made to sell this product why was the change made, service agreement, warranties, etc. A minimum of 10 major areas must be identified. Maximum of 20. Then identify the sales presentation process and apply your research to the process. Turn in your report to the instructor for approval.

B. Materials Needed:

Pencil, paper, some product sold in an agribusiness, related sales literature, catalogs listing product.

* * * * * * * * * * *

Actual Hours to Complete _____

Approved (by Instructor) _____

Rejected (by Instructor) _____ Pending:

_____ 1. More complete report, needs more detail.

_____ 2. Has not completed all instructions.

_____ 3. Other - _____

Total Hours Awarded _____

Level of Performance - A B C D F

APPROVED SUPERVISED OCCUPATIONAL EXPERIENCE

ACTIVITY PROJECT

SOEP Related Field Agricultural Sales and Service

Title of the Activity Salesperson Observation

Estimated Hours to Complete 2.0

Rating (1-4) 4

* * * * * * * * * * *

A. Description of Activity:

PURPOSE:

To recognize positive and negative aspects of a salesperson through actual observation.

INSTRUCTIONS: In conjunction with your instructor contact a local agribusiness manager and arrange to observe a salesperson for 30 minutes. Upon completion of 30 minutes observation, submit a report that identifies the activities of the salesperson every 3 minutes. Also, include a list of job skills used (approximately 5 - 10). Identify items the salesperson used in a sales presentation to customer. Identify 3 to 5 positive and 3 to 5 negative factors the salesperson accomplished during the 30 minutes.

Write a thank you note to the manager when your observation is over and if requested send a copy of your report. Turn final report in to the instructor for approval.

NOTE: Proper dress is required during observation.

B. Materials Needed:

Paper, pencil, envelope, stamp, permission to observe from Agribusiness Manager

* * * * * * * * * * *

Actual Hours to Complete _____

Approved (by Instructor) _____

Rejected (by Instructor) _____ Pending:

_____ 1. More complete report, needs more detail.

_____ 2. Has not completed all instructions.

_____ 3. Other - _____

Total Hours Awarded _____

Level of Performance - A B C D F